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An investigation of training needs
of prospective employees in
retail selling...

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AN INVESTIGATION OF TRAINING NEEDS OF PROSPECTIVE
EMPLOYEES IN RETAIL SELLING IN
THE CITY OF QUINCY

A Thesis
Presented to
the Faculty of the School of Education
Boston University

Submitted by
William Thomas Hutchinson
(B. S. in B. A., Northeastern University, 1943)

In partial fulfillment of requirements for the
Degree of Master of Education

1947

First Reader: Paul L. Salsgiver, Professor of Education
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✓

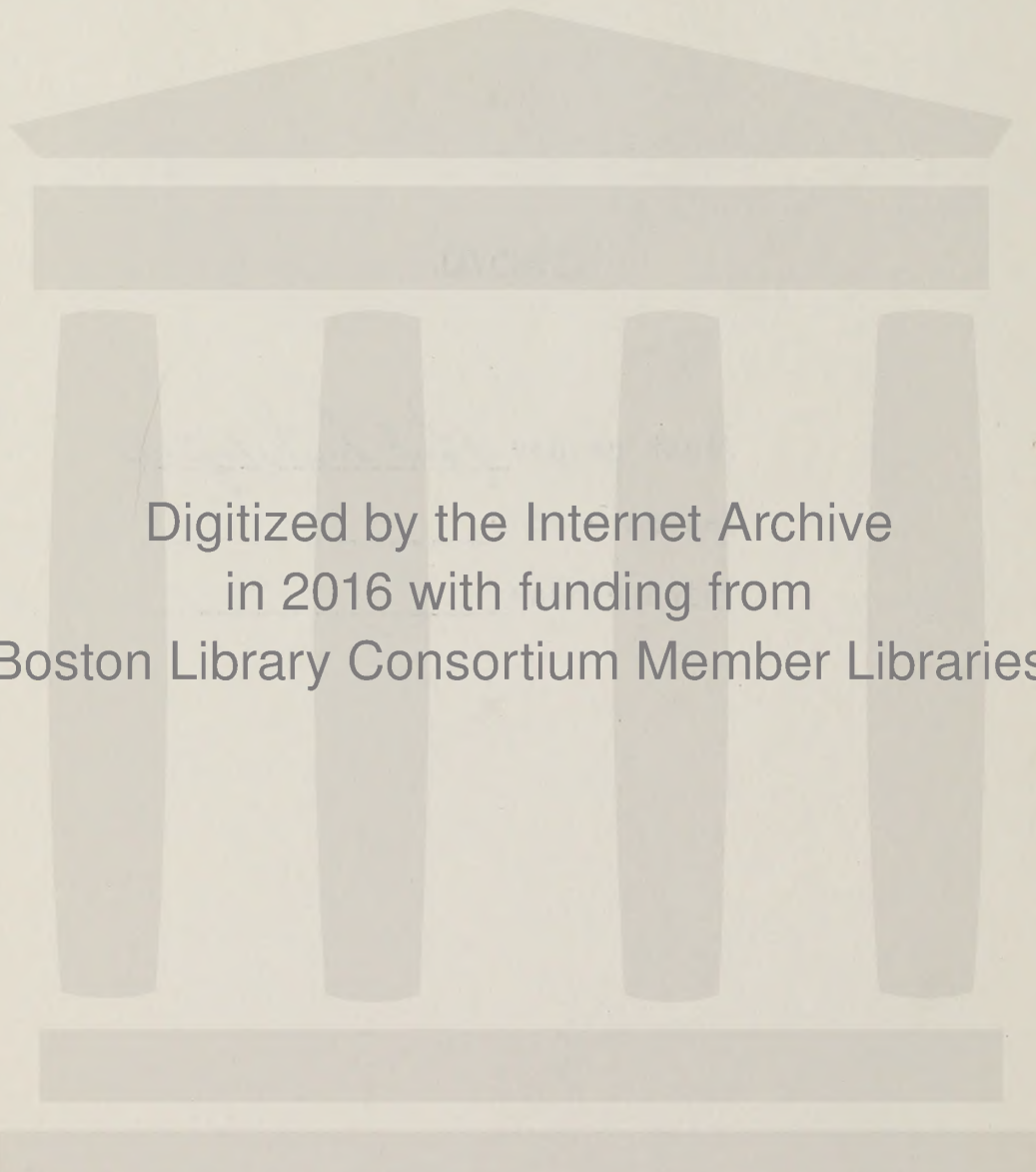
School of education
Gift of W. T. Hutchinson
December 27, 1946
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APPROVAL

First reader Paul L. Salejiver

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ACKNOWLEDGMENT

The writer is deeply grateful to those employers and employees in Quincy who, despite the exigencies of business, cooperated in making the study possible. It was gratifying to find such a high percentage eager to do whatever possible for the high school student.

The writer is also indebted to his faculty advisor, Professor Paul L. Salsgiver, for many helpful suggestions. Preparation of the manuscript would have been more difficult without his interest.

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CHAPTER I

THE NEED FOR RETAIL TRAINING

I. EARLY CONDITIONS

Early Status of Store Workers: In examining conditions in retail stores it is found that conditions did not differ greatly from those in other business and industrial occupations at the start of the twentieth century.

A rapidly growing business economy coupled with an unprecedented growth of huge and complex distributive units gave impetus to the tendency on the part of management to disregard or overlook the human factors of its personnel. Unfortunately the merchant could no longer take a personal interest in the instruction and the advancement of his employees. This condition led to a subsequent decline in the amount of training afforded the personnel.

Guidance has proved that it cannot and does not predict the occupational destiny of man but has proven that it can eliminate trial and error. It was through this same trial and error that early retail store employees received their training which proved costly and wasteful to both employer and employee. The status of the early store worker is well exemplified by the following set of rules posted by a store representative of the times:

"Rules for Clerks

- "1. This store must be opened at Sunrise. No mistake. Open 6 o'clock A.M. Summer and Winter. Close about 8:30 or 9 P.M. the year round.
2. Store must be swept--dusted--doors and windows opened--lamps filled, trimmed and chimneys cleaned--counters, base shelves and show cases dusted--pens made--a pail of water also the coal must be brought in before breakfast, if there is time to do it and attend to all the customers who call.
3. The store is not to be opened on the Sabbath day unless absolutely necessary and then only for a few minutes.
4. Should the store be opened on Sunday the clerks must go in alone and get tobacco for customers in need.
5. The clerk who is in the habit of smoking Spanish Cigars--being shaved at the barbers--going to dancing parties and other places of amusement and being out late at night--will assuredly give his employer reason to be suspicious of his integrity and honesty.
6. Clerks are allowed to smoke in the store provided they do not wait on women with a 'stogie' in the mouth.
7. Each clerk must pay not less than \$5.00 per year to the Church and must attend Sunday School regularly.
8. Men clerks are given one evening a week off for courting and two if they go to a prayer meeting.
9. After the 14 hours in the store the leisure hours should be spent mostly in reading."¹/

The Prince School: In 1905 Lucinda Wyman Prince directed a research and experimental survey for the Women's Educational Industrial Union of Boston to determine what training was needed for clerks who wished to become sales-

1. Carson Pirie Scott and Company, "We and Our Business" (Employee Handbook), Chicago, 1927, p. 20.

women. The results of the study prompted Mrs. Prince to establish a school for retail training. In establishing the curricula of the training program Mrs. Prince felt that the present demands of the retail stores should provide the source of subject matter and not tradition. Consequently, the salesmanship class attempted to duplicate store life and activity and the advantages of the demonstration sale were employed.

Arithmetic was no longer taught in the usual manner but was specifically applied to store procedure to educate the store manager to the fact that it was possible to graduate a student capable of accurate computations.

The success of the program can best be exemplified by noting what Professor Nichols says concerning the outcomes of the training:

"When Lucinda W. Prince, a lay educator of note persuaded Boston merchants to send her a few selected 'clerks'--that is what they were called then--to train for better service to store and customers alike, she started, but did not mature, an educational movement to which she gave the remainder of her life. That was just after the turn of the century. In due time her 'clerks' went back to their jobs as 'salesmen' and, much to their employers' surprise, sold enough more merchandise to justify raises ranging from fifty cents to fourteen dollars a week.

That these merchants who pioneered this new field soon came to believe in the possibilities of raising 'clerks' to the status of 'salesmen' is attested to be the fact that they induced the National

Retail Dry Goods Association to sponsor this new program by employing Mrs. Prince as educational director and thus freeing her time for work in this field."¹/_—

Public School Instruction: Experimental programs in selling were established quite early in secondary and vocational schools, particularly in Fitchburg in 1908 and in Boston in 1912.²/_— Quite possibly there have been a few earlier programs than those cited.

In 1915 a committee of the National Education Association presented proposed business education curricula for secondary schools.³/_— It was recommended that apprenticeship in salesmanship be encouraged and given one semester credit. A similar committee appointed in 1919 made the following suggestion:

"...the need that commercial education now seeks to supply is the demand for salesmen. This involves not only a training in the principles of salesmanship, meeting the public, making a sale etc., but also a broader training in business, knowledge of merchandise, and the cultivation of taste. Salesmanship offers good opportunities to do part-time work, as stores are often anxious to have salespeople for a few hours a day during the heaviest pressure or on days in the week, or again for special times, such as around holiday seasons

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1. Frederick G. Nichols, "The Background of Distributive Education", The National Business Education Quarterly (Spring, 1943) p. 9.
 2. Federal Board For Vocational Education, "Apprentice Education", Bulletin 87 (June, 1923) p. 10.
 3. Earl P. Strong, "The Organization, Administration, and Supervision of Business Education" (New York: Gregg Publishing Company, 1944) p. 21.

or during conventions. Salespeople can leave off and take up the work without a serious break. A further advantage in the salesmanship courses is the possibility of combining the theory of salesmanship given in the school with practice in the store."¹/₋

The committees appointed by the National Education Association were instrumental forces in establishing the belief that the commercial curricula should do something more than merely train students for techniques used in business offices. To substantiate this statement the writer cites the work of Stout.²/₋ His study points out that there were ten various business subjects offered in high schools in the North Central States in 1900 and salesmanship was conspicuous through its absence. The same study showed that salesmanship was one of the fourteen business subjects being offered in high schools in the same region in 1918.

The United States Office of Education furnishes the estimated enrollment in salesmanship for 1940 at 42,297³/₋ in public high schools. This figure would indicate an increase of 32,325 since 1928 and 14,085 since 1934

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1. Cheesman A. Herrick, "Business Education in Secondary Schools", Department of the Interior, Bulletin, 1919 No. 55, pp. 14-19, cited by Earl P. Strong, ibid p. 26.
 2. John Elbert Stout, "The Development of High School Curricula in the North Central States from 1860 to 1918" (Chicago: The University of Chicago, 1921) p. 270.
 3. Office of Education, Statistics of State School Systems, 1940-41 (Washington, D.C. Government Printing Office), Preliminary Bulletin, November, 1942, p. 2.

in student enrollment. The 1934 figure represents an increase in per cent of total enrollment of .34. It is impossible to determine the per cent of total increase between 1934 and 1940 inasmuch as the percentage of 1934 was used in the estimation of the 1940 figure.

Federal Legislation: Any discussion of the growth of this movement would be inadequate without the mention of the governmental aid. The United States government has long been interested in the development of a vocationally competent populace.

Federal recognition of this vocational field came through the passage of the National Vocational Act more commonly known as the Smith-Hughes Act. Specific opportunities for the establishment and operation of cooperative retail selling courses in the public schools were made possible through Federal aid if the State plan for vocational education included such classes. The possibilities of this act were never realized for various reasons. Federal funds were not available for salaries of local and state supervisors and teacher trainers. In addition, secondary school administrators were not over enthusiastic and teaching personnel was scarce.

With the passage of the George-Deen Act in 1936 these obstacles lost much of their former severity. An examination of the basic provisions^{1/} of the act is the best and easiest way of showing the Federal encouragement exemplified:

1. Annual allotment to the States of \$1,254,000 for distributive education (teacher-training, materials, traveling expenses).
2. Federal allotments are to be matched by the State on a 50 per cent basis until June 1942.
3. Matching percentage will increase 10 per cent each year after June 1942 until July 1, 1947 when the States will be required to match the funds dollar for dollar.
4. For workers legally employed in distributive occupations.
5. The training must be subject to public supervision and lower than college grade.
6. The training has to be limited to part time and evening schools.

Since its inception distributive education (this includes retail selling) has had no greater single force to advance it than the George-Deen Act,

1. Kenneth B. Haas, "Cooperative Part-Time Training Programs", Vocational Bulletin No. 205, (Washington, D.C.: United States Government Printing Office, 1939), p.6.

II. JUSTIFICATION OF THE STUDY

Our National Need: It is estimated that $12\frac{1}{2}$ per cent of our working population of the United States is engaged in the distributive occupations, whether it be wholesale or retail trade.^{1/} To put it another way, one of every eight gainfully employed workers is engaged in a distributive occupation. Obviously, the question arises as to the sources from which these store workers are obtained. Doctor Haas furnishes the following information in answer to the query:

"It is estimated that 150,000 youth eighteen to nineteen years of age find their first employment in distributive occupations each year. An additional 130,000 persons between the ages of twenty and twenty-four enter the distributive field each year, many of them from other occupations. Relatively few of those entering the distributive occupations have had any effective vocational training for their employment. Largely because of the lack of training on the part of the employees the rate of labor turn-over in retail stores is extremely high, probably 25 per cent or more annually. Much of the labor turn-over and many of the business failures can be traced directly to incompetency of personnel, due to the lack of adequate training. There is no doubt that adequate and appropriate training for owners, manager, executives and store workers would result in more economical and efficient merchandising method, a reduction in labor turn-over, and a consequent reduction in the costs of operation."^{2/}

The writer feels at liberty to cite the work of Haas frequently in that he is one of the outstanding authorities in this field.

1. Census of the United States, 1930, Report on Occupations.
2. Op. cit., p.9.

Effect Upon Producer Distribution and Consumer: "Only 41 cents of every dollar expended by American consumers for goods of various kinds," say Stewart and Demhurst, "goes to the producers of the goods. The other 59 cents represents the cost of distribution."¹/ It is incorrect to assume that this is the lowest cost possible because of the tremendous costs of operating our high speed transportation system. It is also erroneous to assume that duplication of facilities and services are the main reasons. Much of the high cost of distribution which results from business failures, labor turn-overs, and inefficient management are borne by the consumer as well.

There is little need to go into detail to discuss the inter-dependency of the producer and distributor upon one another. The distributor is dependent upon the producer for the goods demanded by the consumer. At the same time the producer is dependent upon the distributor for the sale of these goods. Better training of store managers and employees will result in improved retailing. The resultant benefit to the producer will be permanency, stability, and dependability of the agencies of distribution through which the goods are marketed.

1. P.W. Stewart and J.W. Demhurst, "Does Distribution Cost Too Much?" (New York: The Twentieth Century Fund).

Any reduction in the cost of distribution would be shared by the consumer through increased purchasing power and a higher standard of living. Another benefit accruing to the consumer as a result of improved preparation and training would be the receiving of intelligent and helpful service. It is not difficult to envision the pleasure of dealing with a salesperson who is intelligent and helpful. Education and training would equip the retail worker with a knowledge of the service qualities of the goods he is selling and knowledge of the satisfactions to be derived by the customer from use of the goods.

The Need Related To Quincy: The present commercial curriculum in Quincy is divided into the bookkeeping division, stenographic division, and the clerical division according to the program of studies furnished by the Department of Guidance and Research of the Quincy Public Schools for the school year 1945-1946. There is no salesmanship nor retail selling curriculum provided. The only possible instruction for students in this field is through the medium of electives offered in the twelfth grade. Boys may elect the combined subject of salesmanship and advertising for three periods per week in their senior

year. Girls may elect retail selling for a like number of periods in their senior year. Each subject carries three credits toward graduation requirements.

The school department provided the writer with total enrollment figures for the two high schools in the city. Quincy High School has a total enrollment of thirteen hundred students while North Quincy High School has nine hundred. It should be noted at this time that Quincy uses the 6-3-3 system of organization in order that the figures may have greater import. It is difficult to determine the enrollment in the subjects previously noted because of their elective status.

This study is limited to an investigation of the training needs evident in those seeking first employment in the retail store field. It is merely one step in the establishment of a retail selling curriculum. An exhaustive and complete study for the purpose of introducing such a curriculum should involve a survey of the job opportunities in the retail field. Such a study is not within the confines of this thesis since the introduction of a new curriculum is a committee venture.

However, some data must be afforded the reader concerning the volume of retail trade in Quincy. The

census of distribution for 1940¹/ furnishes an interesting analysis of sales from 1929 to 1939 for Quincy:

YEAR	STORES	SALES	PER CAPITA SALES		STORES PER 10,000 POPULATION	
			LOCAL	STATE	LOCAL	STATE
1939	921	35,107,000	463.09	401.93	121.5	137.2
1935	827	24,097,000	313.32	335.83	107.5	127.6
1933	747	19,807,000	275.16	281.24	103.8	123.4
1929	869	32,745,000	454.90	483.57	120.7	127.5

The writer feels that these figures are worthy of explanation. The year 1939 shows an increase of fifty-two stores, \$2,362,000 in sales, \$8.19 per capita sales, and an increase of .8 stores per 10,000 population over the extremely prosperous year of 1929.

Another interesting comparison is made for the year 1939 between Quincy and the state as a whole. Per capita sales in Quincy exceed those of the state by \$61.16 while the number of stores per ten thousand population decreased by 15.7 when compared with the state for the same year.

The Quincy Chamber of Commerce provided the writer with the exact figure for the population of Quincy at the close of 1945. The population of Quincy at that time was 82,084.

1. Census of the United States, 1940, Report on Distribution.

In a personal conference with Doctor Haas the writer was given encouragement for the undertaking of this study. Haas is of the opinion that selling **occupations** provide employment for enough youths in almost any community large enough to support a high school to justify an investigation of the desirability of offering high school instruction in the retail occupations. If an authority in the field can make such a daring statement, the writer feels that a city with two large high schools, 921 retail stores, \$35,107,000 retail sales, and per capita sales of \$463.09 in 1939 and a population of 82,084 in 1945 is definitely worthy of investigation.

Cause of Present Status: In studying the field of distribution the writer is greatly impressed by the fact that the field receives over 280,000 new annual recruits at high school age and employs one-eighth of the nation's gainfully occupied workers. However, the situation is paradoxical when the following facts are considered:

1. The field involves phases of all the arts and sciences, but is usually regarded as a job anyone can perform.

2. The field has been recognized as worthy of inclusion in barely one per cent of our high school curricula.

3. The field admits almost anyone regardless of his educational experience.

It must be realized that retailing is one of the larger phases of distribution. The cause of the previously stated paradox is that merchants and educators have both been at fault. Traditionally, merchants have been proud of their "self-madeness" and have been satisfied with their lot as the remnant of the "old guard" who believe that learning is accomplished only on the job. Their attitude has been unconsciously encouraged by conservative educators who have been reluctant to train students for an "ordinary" occupation. Educators and merchants have both usually assumed that anyone can work in a store.

Despite the present chaotic condition of retail selling in the public schools there are hopeful signs of progress. Merchants and schoolmen alike are awakening to certain pertinent facts. One is that modern retailing is a technical occupation with its own technical methods and areas of knowledge. Another is that the large increase in school enrollments in recent years has served to focus attention upon the need for preparing students, who, for various reasons, are unable to further their education beyond the secondary level, for a living in a definite trade or occupation after they have finished

high school. For years practically all high school courses have been aimed primarily at college and university requirements, regardless of occupational opportunity or individual differences.

Effect of Preparation: Rather than list the accomplishments of instruction in retail selling at this time the writer feels that this phase of the study would have greater use if applied to the specific situation in Quincy after an examination of the findings of this study. However, at this juncture it seems sagacious to state that preparation and training stress not only economic benefits to both employer and employee, but also the feeling of pride which is concomitant with the trained worker. "The most prized asset that any of us can have", says Wallace, "is the sense of belonging: the feeling that we are a part of something, that we are appreciated, that our efforts do count, that we can look ahead with mutual hope and confidence."¹/ What is done is not as important as how it is done. The very fact that the employee feels that his efforts are important can do much towards improving the type of service to be rendered.

1. Henry A. Wallace, "Sixty Million Jobs" (New York: Simon and Schuster, 1945), p. 8.

III. PREVIOUS RESEARCH

The Job Analysis: Inasmuch as this study applies the results of various job analyses to the specific locality of Quincy the writer deems mention of job analyses in retailing essential to a valid study. Whenever possible a scientific and careful job analysis should be taken of the occupation in question before any curricula construction or change is attempted. The job analysis is a progressive and continuous effort which must be taken and retaken at frequent intervals to meet the constantly changing nature of retailing. It involves repeated analysis of the activities of the store worker until further analyses fail to alter the previous list of duties. "The problem of activity analysis resolves itself in the field of commercial education," says Lomax, "into a practical problem of occupational analysis, which is a method of determining the component elements of an occupation in relation to the qualifications of the worker who performs the occupational duties."¹/

In addition to its use as a basis for curriculum construction the job analysis serves a dual purpose for prospective workers. As a result of the job analysis

1. Paul S. Lomax, "Commercial Teaching Problems"(New York: Prentice Hall, 1928), p.74.

students can be shown the advantages of one type of establishment compared to another. The job analysis should provide techniques of store operation to help the students determine the particular branch of the retail business he might desire to choose as his specialty. Another type of job analysis provides the student with a well rounded perspective of retailing principles and practices. The writer's study is primarily concerned with the latter purpose.

The greatest contributions to job analyses in the retail field have been made by the Job Analysis and Information Section, Division of Standards and Research of the United States Department of Labor. The Dictionary of Occupational Titles Part I¹/ lists the general duties in the making of a sale plus standard store duties in attempting to define the work of a salesperson. It goes further to classify salespeople according to the product sold and enlarges upon the duties of a salesperson according to the peculiarities of the product being sold. With the exception of the general duties listed the Dictionary tends to describe the work through the medium

1. "Dictionary of Occupational Titles," Part I (Washington, D, C. : United States Government Printing Office)

of job performance rather than through the listing of job duties.

Murray Banks¹/ made a job analysis of seventy-eight representative selling positions to find the duties frequently performed in establishing a course of study in distributive education for Millville High School, Millville, New Jersey. As a result of the analysis Banks divided the duties into four categories:

1. Retail Salesmanship
2. Principles and Practices of Retailing
3. Psychology of Human Relations
4. Conference on Store Practice and Job Problems

A study which parallels that undertaken by the writer more closely than those previously stated is Nolan's²/ thesis at New York University. He proposed a distributive education program for variety stores through an analysis of duties and suggested syllabi.

Nolan's study is larger than the writer's in scope in that he not only analyzed existing duties but prepared a syllabi for the training of saleswomen and assistant managers both in two hundred and twenty-seven McLellan Stores involving thirty states. His study is similar in

1. Murray Banks, "A Course of Study in Distributive Education Based on Job Analysis", Industrial Arts and Vocational Education, XXXII No.5(May, 1943) p.417-420.
2. C. A. Nolan, "A Distributive Education Program for Variety Stores(Cincinnati; South-Western Publishing Company. February, 1945). Monograph 61.

that he sought the following types of information:

1. The degree of difficulty the employee attaches to his duties.

2. A discussion of duties employees think can be better learned on the job .

3. A discussion of duties that can be better learned by both in school and on-the-job training.

Of the 150 duties listed on the questionnaire for saleswomen only a few saleswomen indicated that about 30 per cent of these 150 duties could be better learned in school. Many answers, however, indicated the belief that work could be learned by a combination of school training plus practical experience advantageously. However, the strongest feeling was for learning the work on the job. Nolan felt that this overwhelming majority was convincing proof that the saleswomen who answered the questionnaire either have had unfortunate experiences with school courses in salesmanship or, more probably, have no idea how such school courses would function.

In analyzing the saleswomen's reaction to the difficulty of the respective duties it was found that eleven of the 150 duties were unanimously indicated as

being easy to handle. One hundred and thirty-nine duties were considered difficult by from one to one hundred and thirteen individuals. Those duties considered most difficult included responsibility for leakage, training extra saleswomen, arranging displays in accordance with directions from the home office, getting on with impatient customers, and helping to take in "on hands" in other departments.

CHAPTER II

THE STUDY

Procedure: In making the analysis of the training needs evident in those seeking first employment in the retail field it was felt that both employees and representatives of management should be interviewed. The writer is of the opinion that replies from representatives of both groups are more conducive to a valid study in that the representative of management has witnessed numerous employees undertaking the multitudinous duties of the retail store worker. Also the reply of the employee is essential in order that the reactions of the individual facing the duties may be sampled.

The writer used the personal contact method of distributing and collecting the check list. The reason for the use of personal contact was two fold. It was believed that a greater percentage of returns would be realized; this contention proved valuable inasmuch as many of the managers expressed a profound desire to cooperate but it was necessary to make repeat calls on many because of the exigencies of business. In addition to the factor of returns it seemed necessary to exercise control over the

meaning which could be attached to a few of the duties and many of the personal qualities involved. As an example of this, many of the managers and employees were disposed to use the term "tolerance" in the sense of condescension and forbearance rather than in the sense of mutual respect.

The Letter And Check List: It was realized that it would be impossible to speak to every employee personally so in many cases two letters and check lists were left with the manager for distribution. The letter was designed to impress the manager and employee with the purpose of the study and their importance to a successful study.

In the preparation of the check list it was necessary to utilize many of the duties found in the previously cited job analyses. In selecting these duties an attempt was made to use only those important duties which would be universally performed by the employees in all types of stores to be sampled. No attempt was made to break down an inclusive duty into its component parts inasmuch as the writer realized that brevity of the check list was an important factor in securing cooperation of the employer and employee.

The duties were classified as clerical, selling technique, and handling customers while essential

9 Wall Street,
Quincy, Mass.

Dear Sir:

This check list is being used in preparation of a paper required of candidates for the Master of Education degree at Boston University. It is being submitted to the sales managers, personnel managers, individual proprietors and employees of one hundred retail establishments in the City of Quincy. It is hoped that the results of the check list will give some indication as to whether or not there is a need for more extensive instruction and orientation in retail selling for those seeking initial employment in distributive occupations.

We in the schools cannot adequately prepare students for business and living unless you inform us as to our past accomplishments and suggest ways in which we can graduate a more competent worker and consequently a more efficient member of society.

Your cooperation is essential to a successful study and will be greatly appreciated.

Yours truly,

William Thomas Hutchinson

Please check whether each of the abilities and personal qualities listed below can be better acquired in school, on the job, or by combination of the two. Also indicate whether you consider the learning or acquiring hard or easy.

CLERICAL

No.		Place of Learning			Difficulty of Learning	
		SCHOOL	JOB	BOTH	HARD	EASY
1	Calculate what the customer is to pay					
2	Write sales checks					
3	Keep record of sales					
4	Make change					
5	Handle phone orders					
6	Give prices and estimates over phone					
7	Operate cash register					
8	Write register error slips					
9	Take inventory					
10	Keep record of returns					
11	Mark price tickets					
12	Keep stock complete					
13	Mark merchandise					
14	Write requisition for supplies					
15	Make out bank slips					
16	Turn in money to office					
17	Accept and approve checks					
18	Report slow selling merchandise					
19	Inspect incoming merchandise					
20	Give training to other employees					
21	Wrapping goods					
22	Tallying item under correct department so that management has accurate department sales figures.					
23	Figuring turnover for dept. when necessary					
SELLING TECHNIQUE						
24	Demonstrate goods					
25	Meet objections to merchandise					
26	Talk up merchandise					
27	Try to increase average sale					
28	Close the sale					
29	Suggest additional goods					
30	Suggest substitute goods					
31	Suggest large size or quantity					
32	Suggest better quality					
33	Stress benefits received from larger size or better quality					
34	Mention special sales in other depts.					
35	Recommend services such as credit etc.					
36	Mention advertising					
37	Mention guarantee					
38	Using personal experiences as a means of providing merchandise information					
39	Mention specials					
40	Meeting objections concerning price					
41	Meeting objections concerning customers' wants					
42	Meeting objections offered to postpone action					

No.		Place of Learning			Difficulty of Learning	
		SCHOOL	JOB	BOTH	HARD	EASY
43	Meet customers					
44	Determine what customer wants					
45	Help customer select right merchandise					
46	Convince the customer					
47	Wait on several customers at once					
48	Make adjustments					
49	Meet objections to the firm					
50	Use well chosen words					
51	Use clear and expressive speech					
52	Understand that first obligation is to the customer					
53	Suggest wrapping of customer's other bundles					
54	Waiting on customer at another counter when necessary					
55	Calling back the amount to customer once payment has been received					
56	Being patient with trying customer					
57	Addressing a customer by using a variety of opening words					
58	Finding ways to shorten delays while waiting for change or additional merchandise					
59	Refraining from personally accusing customer of stealing					
60	Questioning customer about the possibility of the money being counterfeit					
61	Greeting customer by name if known personally					

PERSONAL QUALITIES

1	Energy					
2	Cooperativeness					
3	Initiative					
4	Personal Appearance					
5	Dependability					
6	Judgment					
7	Confidence					
8	Sincerity					
9	Tolerance					
10	Sense of Humor					
11	Courtesy					
12	Attitude					
13	Tact					
14	Industry					
15	Alertness					
16	Honesty					
17	Sympathy					
18	Loyalty					
19	Ambition					
20	Enthusiasm					

Please check the type of store you represent.

1. Food
2. Candy and confectionery
3. General merchandise
4. Apparel
5. Hardware
6. Filling Station
7. Restaurant
8. Drugs
9. Automotive
10. Furniture - Radio
11. Other (designate type)

characteristics were categorized under the heading of personal qualities. In all, sixty-one duties were chosen and divided into twenty-three Clerical, nineteen Selling Technique, and nineteen Handling Customers. The managers and employees were asked to judge twenty Personal Qualities.

The employer and employee was asked to designate the place where skill in performance of the duty could best be acquired. The check list provided three columns headed "school", "job", and "both" in which the employer and employee were asked to place a check mark which would show where the skill could be best acquired. In addition, two columns were provided so that the skill could be determined as being hard or easy to learn. In determining whether a duty is hard or easy to learn the writer informed those completing the check list that the time element involved was an important factor.

The same procedure was used in seeking replies concerning the place and difficulty of acquiring the stated personal qualities. At the end of the check list provision was made for the designation of the type of store represented.

Scope: One hundred and five retail establishments in Quincy were personally visited by the writer. Only five employers expressed desire not to participate in the study and consequently it did not seem wise to solicit the aid of the employees in such stores thus necessitating calls on five extra stores.

The types of stores selected to participate were determined according to the classifications used by the 1940 Census of Distribution¹/ in its analysis of the sales of the city of Quincy for 1939. The types of stores and the number of check lists distributed are found below. The reader should be cognizant of the fact that an employer and employee were represented in each store:

TYPE	EMPLOYER	EMPLOYEE
Food	10	10
Candy and Confectionery	10	10
General Merchandise	15	15
Apparel	10	10
Hardware	10	10
Filling Station	6	6
Restaurant	6	6
Drugs	10	10
Automotive	10	10
Furniture-Radios	7	7
Other	6	6
TOTAL	100	100

¹. Census of the United States, 1940, Report on Distribution.

The proportionate distribution was arbitrary and subject to criticism, but the writer based his proportions on the likelihood of students finding their first employment in the types of stores represented. Lumber and Building was specifically omitted because of the demand for a more matured and experienced individual than is characterized by the typical high school graduate. Drinking establishments and package goods stores were eliminated from the study in face of the legal age requirements for employment.

Limitations: The validity of the study is limited in that only one hundred stores are represented while the 1940 Census of Distribution^{1/} lists nine hundred and twenty-one operating retail stores in the city of Quincy as of 1939. Inasmuch as the personal contact method was used, inclusion of a greater number of stores would have proved difficult. The writer has cited previously his reasons for use of the personal contact.

A further limitation of the study evolves through the use of duties determined by representative job analyses. The shortcomings of the job analysis are well set forth by Lomax:^{2/}

1. The method of occupational analysis is not yet highly refined.

1. Census of the United States, 1940, Report on Distribution.
2. Paul S. Lomax, op. cit., pp. 77-80.

2. The method of occupational analysis involves the question of transfer of training.

3. The method of occupational analysis reveals what men actually do at work, but not what men should do.

4. The method of occupational analysis differentiates men at work into a multitude of duties and character traits but does not integrate such for the control and solution of new problem situations.

Despite these inadequacies educators are in general agreement that the job analysis is the best foundation for the construction of a vocational course of study.

CHAPTER III

FINDINGS AND ANALYSIS

Check List Returns: In tabulating the check list returns only those check lists which were representative of an employer and employee in each store were used. The writer felt this to be the best procedure in that every store would be represented by an employer and employee working under the same conditions. In addition, the statistical data could be more easily interpreted by the reader. Table I shows the actual number of check lists distributed to each type store as well as the number collected.

TABLE I

Check List Distribution Data

Type	Distributed	Collected	Per Cent Collected
Food	10	10	100
Candy and Confectionery	10	7	70
General Merchandise	15	15	100
Apparel	10	7	70
Hardware	10	5	50
Filling Station	6	3	50
Restaurant	6	3	50
Drugs	10	7	70
Automotive	10	6	60
Furniture-Radios	7	4	57
Other	6	4	67
Total	100	71	71

Before continuing further with an analysis of check list returns the reader should be reminded that the table is constructed on the basis of stores contacted and on stores in which complete cooperation was received.

Actually two check lists were left at each store and the number of check lists distributed and collected twice exceeds the number of returns designated by the table. This is necessitated by the fact that an employer and an employee are represented in each store. However, the percentage of collection remains the same in either case.

The hundred per cent return which was realized in both food and general merchandise stores can be attributed largely to the constant pressure placed on the managers and proprietors in these groups by the writer through the medium of numerous repeat calls. Greater emphasis was given these two specific types because of the common knowledge that most high school graduates seeking employment in the retail field find employment in food and general merchandise stores.

It is difficult to determine the reason for the low returns from restaurants and hardware stores other than the failure by the writer to exert the constant pressure

exercised in the case of the food and general merchandise stores. On the other hand, a few of the six filling station proprietors showed profound interest in the study primarily because they felt that their employees should be skilled mechanics and stressed the need for mechanics rather than salesmen. It should be stated at this point that no attempt was made to contact employees in establishments where the proprietor had shown reluctance to cooperate.

Analysis of Total Employer-Employee Returns: The greatest emphasis on analysis of the returns was placed on the combined returns of all the stores represented in the study (Table II). If any immediate use is to be made of the data compiled, the logical procedure would be to use the combined returns inasmuch as it would be quite difficult to set up a course of study designed to prepare students for service in the various types of stores without having first organized a successful retail selling program of a somewhat general nature. However, the writer realizes that returns from the types of stores represented in the study are of great import and each type will be analyzed in the light of agreement and disagreement with the total.

In the complete tabulation of returns (Table II, page 34) the sixty-one duties and twenty personal qualities are listed with the number of employers and employees designating where the duties can best be learned and the personal qualities best acquired. In addition, the ease of learning and acquiring is shown by tabulation of replies.

An analysis of Table II reveals several significant factors. Of a possible total of 1656 choices, seventy-two employers designating the best place of learning twenty-three clerical duties, the school was considered the best place of learning the duty in only 150 cases or 9 per cent.^{1/} The replies of the seventy-two employees in designating the place of learning the twenty-three clerical duties shows that the employees were even less disposed to feel that school is the place where proficiency in performance of these duties can best be acquired with school being mentioned in only 114 cases or 7 per cent.

Of a possible total of 1656 choices, the job was designated as the best place of learning the clerical duties in 45.5 per cent or 753 of the cases by the employers while the employees felt that the job was the best place in 45 per cent or 746 of the cases.

1. NOTE: All figures are carried to two decimal places except in cases where it would afford inadequate comparison.

TABLE II

TABULATION OF EMPLOYER-EMPLOYEE RETURNS

NO.	DUTY OR QUALITY	EMPLOYER					EMPLOYEE				
		SCHOOL	JOB	BOTH	HARD	EASY	SCHOOL	JOB	BOTH	HARD	EASY
CLERICAL DUTIES:											
1.	Calculate what the customer is to pay.....	17	8	47	40	32	11	17	44	40	32
2	Write sales checks.....	20	14	38	6	66	14	12	46	13	59
3	Keep record of sales.....	18	11	43	12	60	12	14	46	21	51
4	Make change.....	3	37	32	17	55	4	37	31	10	62
5	Handle phone orders.....	0	55	17	22	50	0	50	22	16	56
6	Give prices and estimates over phone.....	1	54	17	54	18	2	51	19	50	22
7	Operate cash register.....	10	38	24	14	58	2	32	38	3	69
8	Write register error slips.....	7	41	24	4	68	3	34	35	7	65
9	Take inventory.....	2	14	56	47	25	2	15	55	52	20
10	Keep record of returns.....	9	16	47	31	41	6	12	54	41	51
11	Mark price tickets.....	4	44	24	15	57	1	46	25	23	49
12	Keep stock complete.....	1	34	37	44	28	1	28	43	53	19
13	Mark merchandise.....	3	41	28	23	49	3	44	25	32	40
14	Write requisition for supplies.....	7	13	52	14	58	4	9	59	26	46
15	Make out bank slips.....	30	2	40	10	62	27	6	39	11	61
16	Turn in money to office.....	0	45	27	6	66	3	47	22	9	63
17	Accept and approve checks.....	4	16	52	41	31	5	12	55	43	29
18	Report slow selling merchandise.....	0	56	16	49	23	1	58	13	43	29
19	Inspect incoming merchandise.....	0	56	16	43	29	0	66	6	33	39
20	Give training to other employees.....	1	61	10	43	29	2	59	11	34	38
21	Wrapping goods.....	4	53	15	2	70	2	48	22	1	71
22	Tallying item under correct department so that management has accurate department sales figures.....	7	27	38	37	35	5	25	42	48	24
23	Figuring turnover for department when necessary.....	2	17	53	50	22	4	24	44	47	25
TOTAL		150	753	753	624	1032	114	746	796	656	1000
SELLING TECHNIQUE:											
24	Demonstrate goods.....	2	23	47	42	30	4	27	41	33	39
25	Meet objections to merchandise.....	1	46	25	64	8	4	49	19	63	9
26	Talk up merchandise.....	4	27	41	51	21	5	28	39	38	34
27	Try to increase average sale.....	4	35	33	65	7	3	29	40	54	18
28	Close the sale.....	2	29	41	59	13	4	23	45	49	23
29	Suggest additional goods.....	6	29	37	23	49	4	31	37	27	45
30	Suggest substitute goods.....	6	29	37	30	42	4	35	33	34	38
31	Suggest large size or quantity.....	6	31	35	31	41	5	31	36	34	38
32	Suggest better quality.....	6	29	37	26	46	4	27	41	26	46
33	Stress benefits received from larger size or better quality.....	5	19	48	34	38	6	24	42	44	28
34	Mention special sales in other departments.....	2	33	37	11	61	4	39	29	6	66
35	Recommend services such as credit, etc.....	2	29	41	27	45	6	25	41	29	43
36	Mention advertising.....	7	14	51	5	67	9	13	50	2	70
37	Mention guarantee.....	6	14	52	4	68	9	15	48	2	70
38	Using personal experience as a means of providing merchandise information.....	3	46	23	28	44	3	57	12	19	53
39	Mention specials.....	5	26	41	2	70	3	32	37	4	68
40	Meeting objections concerning price.....	2	36	34	64	8	4	41	27	56	16
41	Meeting objections concerning customers' wants.....	1	38	33	64	8	4	41	27	58	14
42	Meeting objections offered to postpone action.....	2	39	31	68	4	4	47	21	67	5
TOTAL		72	572	724	698	670	89	614	665	645	723
HANDLING CUSTOMERS:											
43	Meet customers.....	0	41	31	32	40	3	43	26	11	61
44	Determine what customer wants.....	0	34	38	56	16	4	31	37	50	22
45	Help customer select right merchandise.....	0	46	26	54	18	2	49	21	45	27
46	Convince the customer.....	1	34	37	65	7	1	44	27	64	8
47	Wait on several customers at once.....	0	64	8	45	27	0	60	12	47	29
48	Make adjustments.....	2	55	15	64	8	3	48	21	51	21
49	Meet objections to the firm.....	3	54	15	60	12	5	58	9	50	22
50	Use well chosen words.....	31	0	41	19	53	21	2	49	11	61
51	Use clear and expressive speech.....	36	2	34	19	53	24	2	46	7	65
52	Understand that first obligation is to the customer.....	5	19	48	18	54	6	14	52	14	58
53	Suggest wrapping of customer's other bundles.....	12	37	23	1	71	8	39	25	0	72
54	Waiting on customer at another counter when necessary.....	1	64	7	9	63	1	66	5	14	58
55	Collecting back the amount to customer once payment has been received.....	16	41	15	3	69	10	40	22	2	70
56	Being patient with trying customers.....	0	56	16	67	5	4	51	17	64	8
57	Addressing a customer by using a variety of opening words.....	10	28	34	30	42	6	34	32	15	57
58	Finding ways to shorten delays while waiting for change or additional merchandise.....	0	48	24	42	30	1	55	16	44	28
59	Refraining from personally accusing customer of stealing.....	1	40	31	36	36	8	41	23	35	37
60	Questioning customer about the possibility of the money being counterfeit.....	2	39	31	41	31	9	40	23	29	43
61	Greeting customer by name if known personally.....	0	50	22	12	60	4	47	21	1	71
TOTAL		120	752	496	673	695	110	764	484	554	814
PERSONAL QUALITIES:											
1	Energy.....	14	9	49	15	57	6	20	46	13	59
2	Cooperativeness.....	12	5	55	25	47	4	19	49	25	47
3	Initiative.....	15	12	45	38	34	10	26	36	31	41
4	Personal Appearance.....	45	2	25	12	60	29	0	43	3	69
5	Dependability.....	17	6	49	23	49	12	5	59	10	62
6	Judgment.....	5	15	54	56	16	3	31	38	53	19
7	Confidence.....	4	28	40	51	21	4	45	23	49	23
8	Sincerity.....	3	19	50	19	53	5	19	48	22	50
9	Tolerance.....	5	18	49	65	7	2	27	43	62	10
10	Sense of Humor.....	4	6	62	17	55	6	3	63	9	63
11	Courtesy.....	45	2	25	13	59	29	4	39	6	66
12	Attitude.....	9	25	38	46	26	6	24	42	45	27
13	Tact.....	5	15	52	62	19	4	22	46	60	12
14	Industry.....	5	19	48	28	44	4	26	42	31	41
15	Alertness.....	14	6	52	11	61	9	5	58	7	65
16	Honesty.....	53	3	16	4	68	31	4	37	1	71
17	Sympathy.....	10	13	49	25	47	7	21	44	38	34
18	Loyalty.....	19	11	42	20	52	14	14	44	9	63
19	Ambition.....	14	7	51	15	57	6	15	51	8	64
20	Enthusiasm.....	16	18	38	15	57	5	28	39	10	62
TOTAL		314	237	889	560	880	196	358	886	492	943

1

The combination of school and job training suggested by the writer in his check list was designated by employers as the best place of learning the twenty-three clerical duties in 753 or 45.5 per cent of the cases. The employees were inclined to believe that school-job training was superior to a greater extent; seventy-two employees showed a preference for school-job training in 796 cases or 48 per cent.

In determining the difficulty of learning the clerical duties the employers designated the clerical duties as hard to learn in 624 or 38 per cent of the cases and easy to learn in 1,032 cases or 62 per cent. The employees believed the clerical duties to be more difficult to learn as the seventy-two employees made 656 choices of hard compared to 1,000 easy. In terms of percentage the employees showed the clerical duties to be hard to learn in 40 per cent of the cases and easy to learn in 60 per cent.

In studying the duties classified as selling technique the same procedure was used as in the case of the clerical duties. Seventy-two employers were asked to make 1368 choices as to the place where the duty could be best learned as well as 1368 choices as to the determination of difficulty. The employers expressed preference for

school training in seventy-two instances or 5.3 per cent of the choices. The employees expressed a slightly higher preference for school training. Seventy-two employees felt school training to be superior in eighty-nine or 5.4 per cent of the cases.

As in the case of the clerical duties both employers and employees were of the opinion that the duties associated with selling technique could be learned better on the job than in school. The employers designated the job as the place to learn selling duties in 572 instances or 42 per cent while the employees preferred job training in 45 per cent or 614 cases. As in the case of clerical duties both of these figures represent a substantial increase over the percentage preferring school training in either group.

In contrast to the replies as to where clerical duties could best be learned the employers felt that selling duties could be learned to greater advantage if instruction were offered in a combined school-job program. The tabulation of the check lists showed that 724 choices were made by employers for school-job training which represents an eleven per cent increase in the preference for school-job training as against job training. The employees also placed great stress upon the desirability of school-job

training rather than upon job training in itself for 665 choices were expressed representing the fact that they felt the combined program of instruction to be superior in approximately forty-nine per cent of the cases. However, this represents an increase of approximately only one per cent in preference for school-job training as compared to employees replies on the clerical duties.

It is interesting to note the similarity of opinion expressed by employers and employees in determining the difficulty of learning the duties classified as selling technique by writer. The employers termed the duties hard to learn in 698(51 per cent) or a majority of cases while the employees considered the learning hard in forty-nine per cent. It is significant to note that both the employers and employees considered the duties listed as selling technique harder to learn by thirteen and nine per cent respectively.

The last classification of duties analyzed consisted of those duties which involve the handling of customers. The total preference for school training (seventy-two employers or employees making a possible choice of school as the best place of instruction) shows that 120 choices (8.7 per cent of the total choices by employers) were made

by the employers and 110 choices (8 per cent of the total choices by employees) by the employees. The reader may possibly be nonplussed by the fact that the employers and employees designated school as the best place to learn these duties to a greater extent than selling duties. It is not the writer's intention to analyze those duties which give vent to such a situation as a general procedure in this study; however, scientific analyzation is not necessary to notice the cause of this situation. Duties fifty and fifty-one, the use of well chosen words and the use of clear and expressive speech, were infrequently selected for school training.

The job was selected as the best place to learn customer duties by the employers in 752 or 54 per cent of the selections while the employees selected the job in 764 cases or 56 per cent. An examination of the check list (page 24 and 25) will show the reader that the duties involve customer contact which employers and employees alike could not envision in the classroom even under simulated conditions in that the majority preferred the job as the place of learning.

The belief just voiced by the writer is further based on the comparatively small percentage of school-job selections made by both employers and employees. The employers selected the school-job combination in only 496 cases or 36.3 per cent which is almost eighteen per cent less than the percentage of selections for job training. In addition the employees expressed preference for school-job training in only 484 instances or 35.4 per cent as compared to a fifty-six per cent preference for job training.

The employers considered the customer duties more difficult to learn than did the employees. The employers made 673 hard choices (49 per cent) and 695 easy (51 per cent) while the employees considered the duties hard in 554 cases (40 per cent) and easy in 814 cases (60 per cent).

In concluding the analysis of the total returns from employers and employees it becomes necessary to examine the replies as to the place and difficulty of acquiring those personal qualities suggested on the check list. It is significant to note that employers indicated that the personal qualities could be better acquired in school in 314 instances or twenty-two per cent while the employees indicated a preference for the school as the superior

place for acquisition in 196 cases or fourteen per cent.

The employers were even less disposed to select the job as the best place for acquiring the qualities. Only 237 selections were made by employers which represents but sixteen per cent of the choices. The employees showed greater faith in job training as evidenced by their 358 choices (24 per cent of the total).

Both employers and employees were in agreement in placing the greatest emphasis upon school-job development. The employers selected the combined program in 889 cases or sixty-two per cent while the employees selected the school-job combination in 886 instances or 61.5 per cent. The employers considered the personal qualities hard to acquire or develop in 560 cases or thirty-eight per cent, and the employees termed the qualities hard to acquire in thirty-four per cent or 492 cases.

Analysis of Replies from Food Stores: As shown by the tabulation of returns from the food stores in Table III (page 41), the ten employers and ten employees each made 230 selections as to the best place for learning the clerical duties and an equal number of selections in the determination of difficulty in learning. The employers designated school as the place of learning in 44 instances

TABLE 111

TABULATION OF FOOD STORE REPLIES

NO	DUTY OR QUALITY	EMPLOYER					EMPLOYEE				
		SCHOOL	JOB	BOTH	HARD	EASY	SCHOOL	JOB	BOTH	HARD	EASY
<u>CLERICAL DUTIES:</u>											
1	Calculate what the customer is to pay.....	3	0	7	7	3	3	3	4	6	4
2	Write sales check.....	2	3	5	0	10	3	1	6	3	7
3	Keep record of sales.....	6	1	3	2	8	3	1	6	3	6
4	Make change.....	1	3	6	8	2	0	5	5	4	7
5	Handle phone orders.....	0	9	1	5	5	0	8	2	3	7
6	Give prices and estimates over phone.....	0	7	3	10	0	1	6	3	7	3
7	Operate cash register.....	1	7	2	7	3	3	6	1	9	9
8	Write register error slips.....	3	7	0	0	10	2	2	5	2	8
9	Take inventory.....	1	0	9	5	5	2	6	9	1	3
10	Keep record of returns.....	5	2	3	2	8	4	0	6	7	1
11	Mark price tickets.....	4	5	1	1	9	1	7	2	1	9
12	Keep stock complete.....	1	4	5	3	7	1	5	4	7	3
13	Mark merchandise.....	2	7	1	3	7	1	2	7	3	7
14	Write requisition for supplies.....	4	4	2	0	10	2	1	7	4	6
15	Make out bank slips.....	8	0	2	4	6	5	0	5	3	7
16	Turn in money to office.....	0	8	2	1	9	1	5	4	1	9
17	Accept and approve checks.....	0	2	8	8	2	1	0	9	5	5
18	Report slow selling merchandise.....	0	7	3	8	2	0	8	2	9	1
19	Inspect incoming merchandise.....	0	7	3	6	4	0	10	9	3	7
20	Give training to other employees.....	0	7	3	8	2	0	9	1	5	5
21	Wrapping goods.....	2	5	3	1	9	1	3	6	1	9
22	Tallying item under correct department so that management has accurate department sales figures.....	1	5	4	2	8	2	2	6	6	4
23	Figuring turnover for department when necessary.....	0	3	7	8	2	1	5	4	10	0
TOTAL		44	103	83	99	131	35	89	106	103	127
<u>SELLING TECHNIQUE:</u>											
24	Demonstrate goods.....	2	1	7	6	4	2	3	5	4	6
25	Meet objections to merchandise.....	0	8	2	9	1	1	7	2	10	0
26	Talk up merchandise.....	2	0	8	7	3	0	2	8	2	8
27	Try to increase average sale.....	0	5	5	10	0	1	2	7	6	4
28	Close the sale.....	0	1	9	8	2	1	1	8	7	3
29	Suggest additional goods.....	2	2	6	2	8	1	2	7	1	9
30	Suggest substitute goods.....	2	1	7	3	7	1	4	5	4	6
31	Suggest large size or quantity.....	2	2	6	3	7	2	4	4	3	7
32	Suggest better quality.....	2	1	7	3	7	1	4	5	3	7
33	Stress benefits received from larger size or better quality.....	2	1	7	5	5	2	4	4	6	4
34	Mention special sales in other departments.....	1	5	4	2	8	1	8	1	3	7
35	Recommend services such as credit, etc.....	0	4	6	7	3	2	3	5	5	5
36	Mention advertising.....	1	2	7	2	8	2	1	7	1	9
37	Mention guarantee.....	1	3	6	3	7	3	1	6	1	9
38	Using personal experience as a means of providing merchandise information.....	0	4	6	7	3	0	9	1	3	7
39	Mention specials.....	2	4	4	1	9	1	6	3	4	6
40	Meeting objections concerning price.....	0	9	1	9	1	0	6	4	10	0
41	Meeting objections concerning customers' wants.....	0	9	1	9	1	0	7	3	9	1
42	Meeting objections offered to postpone action.....	0	8	2	9	1	0	7	3	10	0
TOTAL		19	70	101	105	85	21	81	88	92	98
<u>HANDLING CUSTOMERS:</u>											
43	Meet customers.....	0	6	4	9	1	0	9	1	4	6
44	Determine what customer wants.....	0	2	8	7	3	1	5	4	9	1
45	Help customer select right merchandise.....	0	4	6	8	2	0	6	4	7	3
46	Convince the customer.....	0	2	8	9	1	0	4	6	10	0
47	Wait on several customers at once.....	0	8	2	6	4	0	8	2	7	3
48	Make adjustments.....	1	8	1	8	2	1	5	4	8	2
49	Meet objections to the firm.....	0	9	1	10	0	2	7	1	9	1
50	Use well chosen words.....	7	0	3	6	4	5	0	5	1	9
51	Use clear and expressive speech.....	7	0	3	6	4	5	0	5	1	9
52	Understand that first obligation is to the customer.....	1	5	4	4	6	1	2	7	5	5
53	Suggest wrapping of customer's other bundles.....	6	2	2	1	9	2	7	1	0	10
54	Waiting on customer at another counter when necessary.....	0	9	1	2	8	0	9	1	2	8
55	Collecting back the amount to customer once payment has been received.....	4	4	2	2	8	3	4	3	0	10
56	Being patient with trying customers.....	0	8	2	8	2	1	8	1	10	0
57	Addressing a customer by using a variety of opening words.....	2	3	5	8	2	2	1	7	5	5
58	Finding ways shorten delays while waiting for change or additional merchandise.....	0	6	4	9	1	0	7	3	6	4
59	Refraining from personally accusing customer of stealing.....	0	6	4	9	1	1	6	3	7	3
60	Questioning customer about the possibility of the money being counterfeit.....	1	7	2	10	0	2	6	2	8	2
61	Greeting customer by name if known personally.....	0	9	1	3	7	0	8	2	1	9
TOTAL		29	98	63	125	65	26	102	62	100	90
<u>PERSONAL QUALITIES:</u>											
1	Energy.....	3	0	7	2	8	1	0	9	1	9
2	Cooperativeness.....	4	0	6	5	5	0	4	5	7	6
3	Initiative.....	5	0	5	7	3	3	0	5	5	5
4	Personal Appearance.....	7	0	3	2	8	5	0	5	0	10
5	Dependability.....	3	1	6	5	5	2	0	8	2	8
6	Judgment.....	1	0	9	8	2	0	6	4	8	2
7	Confidence.....	1	5	4	7	3	0	7	3	7	3
8	Sincerity.....	1	1	8	3	7	1	3	6	1	9
9	Tolerance.....	1	1	8	10	0	0	4	6	8	2
10	Sense of Humor.....	3	0	7	1	9	1	1	8	2	8
11	Courtesy.....	6	0	4	2	8	2	1	7	2	8
12	Attitude.....	4	2	4	7	3	1	5	4	9	1
13	Tact.....	1	2	7	10	0	0	4	6	9	1
14	Industry.....	1	2	7	3	7	0	4	6	2	8
15	Alertness.....	4	0	6	4	6	2	1	7	4	6
16	Honesty.....	9	0	1	1	9	4	1	5	0	10
17	Sympathy.....	6	2	2	3	7	2	3	5	8	2
18	Loyalty.....	3	1	6	4	6	1	3	6	3	7
19	Ambition.....	5	0	5	2	8	2	0	8	0	10
20	Enthusiasm.....	7	0	3	1	9	1	1	8	1	9
TOTAL		75	17	108	87	113	29	48	123	76	124

(20 per cent) while the employees recommended school instruction in 29 cases or thirteen per cent. When these figures are compared to those representing the total returns from employers and employees representing all types of stores, the preference for school instruction in the clerical duties expressed by the employers and employees in the food stores exceeds the total school percentage by eleven per cent in the case of the employers and eight per cent in the case of the employees. One hundred and three selections were made for job training in clerical duties (44 per cent) by the employers in the food stores. This figure closely parallels the 45.5 per cent selections of the employers representing all types of stores for job training. The employees of the food stores, on the other hand, professed a desire for job training in eighty-nine (39 per cent) of the choices which is 6 per cent less than the percentage of job choices made by all employees representing all of the stores.

The ten employers representing the food stores expressed a preference for the school-job combination which differed greatly from the total choices made in all stores. The employers indicated a preference for school-job training

in eighty-three cases which is over 9 per cent less than the total school-job percentage. The employees in the food stores desired clerical duty instruction in both school and job to the extent of 106 selections which is just two per cent less than the total percentage in favor.

Both employers and employees in the food stores attached a higher degree of difficulty to the learning of clerical duties than did their respective groups. The employers designated the duties as hard in 43 per cent of their choices while the employees selected hard in 45 per cent. These figures represent an increase of five per cent over the total employer and employee percentages.

In determining the place of learning those duties classified by the writer as selling technique a condition prevails which parallels the situation previously discussed in the analysis of the clerical duties. Both employers and employees in food stores indicate a greater preference for school instruction in the selling duties than is evidenced in the totals of their respective groups. The food store employers selected school as the place of learning the selling duties in nineteen instances (10 per cent) and the employees in twenty-one instances (11 per cent).

The employers and employees both indicated a preference for job instruction over school instruction in the learning of selling duties for food stores service. Thirty-seven per cent of the employers selections favored job training while the employees favored job training in forty-three per cent of their choices. The percentage of job choices by employers in food stores is five per cent less than the total employers preference while the employee percentage is two per cent less than that of the total employee group.

The highest percentage of selection made by both the employers and employees in food stores was for combined school-job instruction. The employers made 101 school-job selections (53 per cent) and the employees selected the combined form of instruction eighty-eight times (46 per cent). These figures show that the employers in the food stores made a percentage of school-job choices similar to that of the total employer group while the employees in the food stores placed smaller emphasis upon the combined program as contrasted to the entire employee group.

The selling duties were judged as being hard 105 times by employers in the food stores (55 per cent) of the total

while the employees designated the selling duties as being hard in ninety-two instances (48 per cent). This represents an increase of four per cent over the total percentage of hard designations made by all employers and a decrease of one per cent in the case of employees.

The final type of duty to be analyzed from the point of food store employers and employees is that which is associated with the handling of customers. The employers selected the school as the best place to learn handling customer duties twenty-nine times or 16 per cent which is 7.3 per cent more than the proportion of similar selections made by the entire group of employers contacted in the study. The employees in the food stores duplicated the action of their employers with school being selected twenty-six times (14 per cent) representing a six per cent increase over total employee percentage in favor of school.

That the employers and employees in the food stores are disposed to school instruction for the learning of customer duties to a greater extent than the entire groups of which they are a component parts is further evidenced by the decreased proportion of job choices made by food stores employers and employees as against the total

percentage of job choices. The reader should be cognizant of the fact that the place of learning may bear a smaller percentage when compared with the total group yet be the predominating place of instruction within a particular classification of stores as in this situation. The food store employers nominated job as the place of instruction in fifty-one per cent of the selections while the employees selected the job in fifty-four per cent of their choices. Both of these figures are less than the proportion of job choices made by all employers and employees yet are significant as the outstanding type of training suggested by food store employers and employees.

The food store employers and employees showed agreement in the extent to which they preferred school-job instruction in learning customer duties. Both groups appeared somewhat doubtful of the value of this type of instruction for learning customer duties; the food store employers favored the combined type of instruction in thirty-three per cent of their choices while the employees allotted thirty-two per cent of their selections to school-job training.

The employers representing the food stores considered the customer duties more difficult to learn than did the

employees; employers designated the duties as hard in sixty-six per cent of their choices while the employees favored hard in fifty-three per cent of their selections. Both of these figures are well in excess of the percentage of hard designations of their respective groups.

There is a wide divergence of opinion as to the effectiveness of school development of the suggested personal qualities. Employers representing the food stores indicated a preference for school acquisition in seventy-five cases or 38 per cent while the employees designated school in only twenty-nine cases or 15 per cent. This represents a sixteen per cent increase in the percentage of school selections of food store employers over the total percentage of school choices and a seven per cent increase in the percentage of school choices of food store employees over the total employee percentage of school selections.

The food store employers placed small emphasis on job acquisition of the desired personal traits inasmuch as only seventeen job choices (8 per cent) were made which is eight per cent less than the percentage of like selections made by the entire number of employers represented in the study. Employees in the food stores believed in job

acquisition to a far greater extent than did their employers as evidenced in their selecting the job in forty-eight or 23 per cent of the cases. This figure was just one per cent less than the percentage of job selections made by all the employees representing all types of stores.

Employers in the food stores responded to the suggested combination of school-job in the acquiring of the desired personal qualities in fifty-four per cent of their selections which is eight per cent less than the proportion of choices made by the entire employer group. The food store employees differed little in the percentage of school-job choices from the total percentage of school-job selections made by the total employees group; the food store employees selected the combined program in 62 per cent of the cases and the total employee group in 61.5 per cent.

Both employers and employees in the food stores designated the qualities as hard to acquire in a higher percentage of cases than did either of their total groups. The ten food store employers expressed an opinion of hard in forty-four per cent of the selections and the employees in thirty-eight per cent of the cases. This represents

an increase of six per cent over the percentage of total employer selections and four per cent over the percentage of total employee.

Analysis of Replies from Candy and Confectionery Stores: As shown by Table IV (page 50) the seven employers and seven employees **representing** candy and confectionery establishments each made one hundred and sixty-one choices as to the best place and difficulty of learning the duties listed by the writer on his check list. The employers and employees representing this type of store selected the school as the best place to learn the clerical duties in thirteen and seven per cent of the cases respectively. This exceeds the proportionate percentage of school selections made by all the employers by four per cent while candy store employees selected school in the same proportion as did the entire employee group, (7 per cent).

The job was selected as the best place for learning the clerical duties by the candy store employers in 105 or sixty-five per cent of the selections while the employees favored the job in one hundred instances or 62 per cent. This represents an increase of 19.5 per cent over the proportionate job selections of the total employer group

TABLE IV

TABULATION OF CANDY AND CONFECTIONERY STORE REFLIES

NO	DUTY OR QUALITY	EMPLOYER					EMPLOYEE				
		SCHOOL	JOB	BOTH	HARD	EASY	SCHOOL	JOB	BOTH	HARD	EASY
CLERICAL DUTIES:											
1	Calculate what the customer is to pay.....	2	0	5	5	2	2	2	3	5	2
2	Write sales check.....	3	2	2	1	0	1	3	3	2	5
3	Keep record of sales.....	2	3	2	0	7	0	3	4	1	6
4	Make change.....	0	4	3	5	2	0	3	4	2	5
5	Handle phone orders.....	0	6	1	4	3	0	5	2	2	5
6	Give prices and estimates over phone.....	0	7	0	6	1	0	5	5	1	2
7	Operate cash register.....	2	2	3	3	7	0	5	2	2	6
8	Write register error slips.....	0	6	1	0	7	0	5	2	2	5
9	Take inventory.....	1	3	3	5	2	0	3	4	5	2
10	Keep record of returns.....	1	5	1	2	5	1	3	3	2	5
11	Mark price tickets.....	0	7	0	0	7	0	6	1	1	6
12	Keep stock complete.....	0	6	1	1	0	0	5	2	4	3
13	Mark merchandises.....	0	6	1	0	7	0	6	1	0	7
14	Write requisition for supplies.....	1	2	4	2	5	0	3	4	2	5
15	Make out bank slips.....	5	1	1	5	2	4	0	3	3	4
16	Turn in money to office.....	0	7	0	3	4	0	6	1	3	4
17	Accept and approve checks.....	1	6	0	5	2	1	5	1	5	1
18	Report slow selling merchandise.....	0	7	0	5	2	0	6	1	0	7
19	Inspect incoming merchandise.....	0	7	0	2	5	0	6	1	0	7
20	Give training to other employees.....	0	7	0	5	2	0	7	1	0	5
21	Wrapping goods.....	1	5	1	0	7	1	4	2	5	7
22	Tallying item under correct department so that management has accurate department sales figures.....	2	3	2	0	7	1	5	1	2	5
23	Figuring turnover for department when necessary.....	0	3	4	5	2	0	3	4	7	0
TOTAL		21	105	35	62	99	11	100	50	61	100
SELLING TECHNIQUE:											
24	Demonstrate goods.....	0	4	3	5	2	0	4	3	3	4
25	Meet objections to merchandise.....	0	6	4	6	1	0	6	1	7	0
26	Talk up merchandise.....	0	4	3	5	2	0	3	4	2	5
27	Try to increase average sale.....	0	5	2	5	2	0	4	3	3	4
28	Close the sale.....	0	3	4	4	3	0	3	4	3	4
29	Suggest additional goods.....	0	4	3	2	5	0	4	3	1	6
30	Suggest substitute goods.....	0	5	2	3	4	0	5	2	0	7
31	Suggest large size or quantity.....	0	5	2	3	4	0	4	3	1	6
32	Suggest better quality.....	0	5	2	3	4	0	2	5	0	7
33	Stress benefits received from larger size or better quality.....	0	5	2	3	4	0	4	3	3	4
34	Mention special sales in other departments.....	0	5	2	4	3	0	5	2	0	7
35	Recommend services such as credit, etc.....	0	3	4	3	4	0	3	4	1	6
36	Mention advertising.....	0	5	2	1	6	0	2	5	0	7
37	Mention guarantee.....	0	4	3	0	7	0	4	3	0	7
38	Using personal experiences as a means of providing merchandise information.....	0	6	1	6	1	0	7	0	3	4
39	Mention specials.....	0	4	3	1	6	0	5	2	0	7
40	Meeting objections concerning price.....	0	6	1	3	4	0	7	0	4	3
41	Meeting objections concerning customers' wants.....	0	5	2	3	4	0	5	2	1	6
42	Meeting objections offered to postpone action.....	0	5	2	3	4	0	6	1	6	1
TOTAL		0	89	44	65	68	0	83	50	43	90
HANDLING CUSTOMERS:											
43	Meet customers.....	0	6	1	3	4	0	5	2	2	5
44	Determine what customer wants.....	0	4	3	5	2	0	3	4	3	5
45	Help customer select right merchandise.....	0	3	4	3	4	0	5	2	3	5
46	Convince the customer.....	0	3	4	3	4	0	4	3	5	2
47	Wait on several customers at once.....	0	7	0	2	5	0	7	0	5	2
48	Make adjustments.....	0	6	1	6	1	0	7	0	6	1
49	Meet objections to the firm.....	1	6	0	7	0	0	7	0	6	1
50	Use well chosen words.....	4	0	3	5	2	1	2	4	3	4
51	Use clear and expressive speech.....	3	1	3	4	3	0	2	5	2	5
52	Understand that first obligation is to the customer.....	0	6	1	5	2	0	4	3	2	5
53	Suggest wrapping of customer's other bundles.....	2	5	0	0	7	2	5	0	0	7
54	Waiting on customer at another counter when necessary.....	0	7	0	1	6	0	7	0	2	5
55	Calling back the amount to customer once the payment has been received.....	4	2	1	0	7	3	3	1	0	7
56	Being patient with trying customers.....	0	6	1	6	1	0	7	0	5	2
57	Addressing a customer by using a variety of opening words.....	2	1	4	4	3	0	4	3	3	4
58	Finding ways to shorten delays while waiting for change or additional merchandise.....	0	3	4	5	2	0	5	2	2	5
59	Refraining from personally accusing customer of stealing.....	0	4	3	6	1	0	6	1	5	2
60	Questioning customer about the possibility of the money being counterfeit.....	0	5	2	6	1	0	5	2	3	4
61	Greeting customer by name if known personally.....	0	5	2	6	1	0	6	1	0	7
TOTAL		16	80	37	80	53	6	94	33	56	77
PERSONAL QUALITIES:											
1	Energy.....	2	2	3	0	7	1	3	3	0	7
2	Cooperativeness.....	2	0	5	2	5	1	2	4	4	3
3	Initiative.....	1	1	5	6	4	1	1	4	5	2
4	Personal Appearance.....	4	1	2	4	3	3	0	4	2	5
5	Dependability.....	1	1	5	5	2	1	2	4	2	5
6	Judgment.....	1	1	5	6	1	1	4	2	7	0
7	Confidence.....	1	1	5	6	1	1	4	2	7	0
8	Sincerity.....	0	5	2	2	7	1	1	5	2	5
9	Tolerance.....	1	0	6	7	0	1	1	5	7	0
10	Sense of Humor.....	1	0	2	5	5	2	0	5	2	6
11	Courtesy.....	6	0	1	1	2	5	0	2	1	5
12	Attitude.....	1	5	1	3	2	1	5	3	5	2
13	Tact.....	1	2	4	6	1	1	1	3	5	1
14	Industry.....	2	0	5	2	5	1	3	3	1	6
15	Alertness.....	3	0	4	1	6	2	1	4	1	6
16	Honesty.....	6	0	1	0	7	5	0	2	0	7
17	Sympathy.....	2	2	3	6	5	3	1	4	2	5
18	Loyalty.....	2	2	3	2	1	2	0	3	2	5
19	Ambition.....	2	0	5	1	6	2	0	5	1	6
20	Enthusiasm.....	4	0	3	2	5	2	0	4	1	6
TOTAL		42	25	73	70	70	36	38	66	54	86

and 17 per cent over the proportionate choices of the total employees representing all types of stores.

Both candy store employers and employees selected the school-job program in smaller proportions than did the total employer and employee groups. The seven candy store employers favored the combined program as the place of learning in thirty-five instances (22 per cent) while the employees designated school-job fifty times (31 per cent). As previously cited in the analysis of total returns, all the employers designated this place of learning in 45.5 per cent of their choices and the employees in 48 per cent.

The clerical duties were considered difficult to learn in thirty-nine per cent of the cases by employers in candy establishments and in thirty-eight per cent of the choices by the employees. The candy store employer percentage exceeds the proportionate selection of the entire employer group by one per cent while the candy store employee percentage is two per cent less than the proportionate choice of the total employee group.

It is significant to note that the employers and employees in the candy stores failed to designate the school as the best place of learning the selling duties

in even one instance. The reader may suspect that this situation represented collabaration in the filling out of the check list by employers and employees. The writer cannot affirm whether such is the case but is inclined to discount such a possibility because of the variance in job and school-job selections.

The job was nominated as the place for learning the selling duties in sixty-seven per cent of the candy store employer choices while the employees selected the job in sixty-two per cent of the cases. This shows that the candy store employers and employees exceeded the proportionate job preference of their respective groups by twenty-five and seventeen per cent.

The aversion towards school instruction for learning the selling duties held by candy store employers and employees is further evidenced by the small proportion of school-job selections made by both employers and employees. The employers in the candy stores selected school-job as the place of learning in thirty-three per cent of the cases which is twenty per cent less than the proportion designated by the entire employer group. The candy store employees selected school-job as the place of learning in

thirty-eight per cent of the cases which is eleven per cent less than the proportionate preference of the total employee group.

Employers in the candy stores termed the selling duties hard to learn in forty-nine per cent of their selections while the employees felt that the selling duties were hard to learn in but thirty-two per cent of their choices. The employer proportion is within two per cent of the total employer proportion while the candy store employee proportion is seventeen per cent less than the total employee proportion.

In designating the best place of learning those duties commonly associated with the handling of customers the candy store employers selected the school in twelve per cent of their selections as contrasted to the 8.7 per cent proportionate selection of the entire employer group. The candy store employees selected school as the place of learning the customer duties in five per cent of their choices which is three per cent less than the proportionate selection of the total employee group.

Both employers and employees representing the candy stores believed the job to be a better place for learning the customer duties in greater proportions than did either the total employer or employee group.

The candy store employers selected the job in 60 per cent of their choices while the employees did so in 71 per cent.

The combined school-job program suggested by the writer did not prove exceedingly popular with either the employers or employees representing the candy stores. The seven candy store employers favored school-job instruction in twenty-eight per cent of their selections which is 8.3 per cent less than the total proportionate selection. The employees designated school-job in but twenty-four per cent of their choices which is 11.4 per cent less than the proportionate selection of the entire employee group.

There is considerable divergence of opinion concerning the difficulty of learning the customer duties. The employers in this type of store considered the nineteen duties hard to learn in sixty per cent of the cases while candy store employees made the choice of a hard in but 42 per cent of the cases. This represents an increase of eleven per cent over the proportionate selection of entire employer group and an increase of two per cent for candy store employees.

Employers in the candy stores selected school as the best place of acquiring the desired personal qualities in thirty per cent of their selections which is an increase of eight per cent over the proportionate

selection of the total employer group. Candy store employees exceeded the proportionate selection of the total employee group by twelve per cent with twenty-six per cent of their selections being in favor of school acquisition.

Job : Job acquisition or development of the personal qualities was favored by candy store employers and employees in proportions similar to that of their respective groups. The employers selected job in eighteen per cent of their choices while the employees favored job development in twenty-seven per cent.

School-job acquisition was the predominating choice among candy store employers and employees but was substantially below the total proportions particularly in the case of employees. The employers favored the combined place of learning in fifty-two per cent of their choices, a figure which is ten per cent less than the total employer percentage. The candy store employees favored the school-job program in forty-seven per cent of their selections which is 14.5 per cent less than the proportionate choice of the entire employee group.

The employers representing this type of store designated the qualities as hard to acquire in exactly fifty per cent or one-half of the instances which is twelve per cent in excess of the total employer percentage.

On the other hand, the employees believed the qualities to be hard to acquire in but thirty-nine per cent of the cases yet exceeded the proportionate selection of the total employee group by five per cent.

Analysis of replies from general merchandise stores:

Of a possible 345 choices, fifteen employers designating the best place to learn the twenty-three clerical duties (Table V, Page 57) the employers representing the general merchandise stores selected school as the best place of learning the duties in twenty-seven instances or eight per cent. This figure is just one per cent less than the proportionate selection of the total employer group. The employees in the general merchandise group favored school instruction for clerical duties in six per cent of the cases just one per cent less than the proportionate selection of the total employee group.

Job training in clerical duties was favored by employers in general merchandise stores in forty-three per cent of the selections while the employees in the same stores favored this form of training in fifty-six per cent. These figures represent a decrease of 2.5 as compared to the proportionate selection of the total employer group and an increase of eleven per cent in comparison with the total employee group.

TABLE V

TABULATION OF GENERAL MERCHANDISE STORE REPLIES

NO	DUTY OR QUALITY	EMPLOYER					EMPLOYEE				
		SCHOOL	JOB	BOTH	HARD	EASY	SCHOOL	JOB	BOTH	HARD	EASY
<u>CLERICAL DUTIES:</u>											
1	Calculate what the customer is to pay.....	6	4	5	10	5	2	6	7	6	9
2	Write sales checks.....	1	7	7	0	15	1	5	9	3	12
3	Keep record of sales.....	2	5	8	3	12	2	10	3	4	11
4	Make change.....	2	5	8	3	12	3	5	7	3	12
5	Handle phone orders.....	0	6	9	9	6	0	9	6	6	9
6	Give prices and estimates over phone.....	0	6	9	10	5	0	8	7	9	6
7	Operate cash register.....	3	5	7	3	12	0	7	8	0	15
8	Write register error slips.....	3	7	5	0	15	0	10	5	0	15
9	Take inventory.....	0	6	9	9	6	0	9	6	10	5
10	Keep record of returns.....	2	7	6	2	13	0	8	7	5	10
11	Mark price tickets.....	0	6	9	0	15	0	11	4	3	12
12	Keep stock complete.....	0	10	5	7	8	0	4	11	9	6
13	Mark merchandise.....	0	6	9	0	15	1	11	3	1	14
14	Write requisition for supplies.....	1	4	10	1	14	1	4	10	4	11
15	Make out bank slips.....	4	1	10	0	15	3	6	6	3	12
16	Turn in money to office.....	0	6	9	1	14	1	13	1	2	13
17	Accept and approve checks.....	1	5	9	9	6	1	6	8	6	9
18	Report slow selling merchandise.....	0	12	3	11	4	1	11	3	6	9
19	Inspect incoming merchandise.....	0	9	6	9	6	0	14	1	4	11
20	Give training to other employees.....	0	9	6	15	0	1	8	6	6	9
21	Wrapping goods.....	1	9	5	0	15	0	11	4	0	15
22	Tallying item under correct department so that management has accurate department sales figures.....	0	6	9	4	11	1	9	5	6	9
23	Figuring turnover for department when necessary.....	1	6	8	12	3	2	9	4	9	6
TOTAL		27	147	171	118	227	20	194	131	105	240
<u>SELLING TECHNIQUE</u>											
24	Demonstrate goods.....	0	1	14	10	5	2	4	9	5	10
25	Meet objections to merchandise.....	1	2	12	14	6	2	9	4	10	5
26	Talk up merchandise.....	2	3	10	9	6	5	2	8	4	11
27	Try to increase average sale.....	3	1	11	10	5	2	8	5	7	8
28	Close the sale.....	1	3	11	12	3	3	3	9	6	9
29	Suggest additional goods.....	1	3	11	1	14	2	8	5	4	11
30	Suggest substitute goods.....	1	4	10	0	15	2	8	5	9	6
31	Suggest large size or quantity.....	1	3	11	2	13	2	8	8	6	9
32	Suggest better quality.....	1	4	10	1	14	2	6	7	3	12
33	Stress benefits received from larger size or better quality.....	1	4	10	3	12	3	5	7	7	8
34	Mention special sales in other departments.....	1	10	4	1	14	2	10	3	0	15
35	Recommend services such as credit, etc.....	1	6	8	4	11	2	8	5	5	10
36	Mention advertising.....	3	3	9	1	14	6	3	6	0	15
37	Mention guarantee.....	2	3	10	0	15	4	6	4	1	14
38	Using personal experiences as a means of providing merchandise information.....	2	2	11	11	4	2	9	4	6	9
39	Mention specials.....	2	10	3	0	15	1	9	5	0	15
40	Meeting objections concerning price.....	1	1	13	15	0	4	5	6	11	4
41	Meeting objections concerning customers' wants.....	1	2	12	15	0	4	5	6	9	6
42	Meeting objections offered to postpone action.....	1	2	12	15	0	4	9	2	14	1
TOTAL		26	67	192	124	151	55	122	108	107	178
<u>HANDLING CUSTOMERS:</u>											
43	Meet customers.....	0	6	9	9	6	2	4	9	3	12
44	Determine what customer wants.....	0	9	6	9	6	2	6	7	6	9
45	Help customer select right merchandise.....	0	11	4	10	5	2	10	3	6	9
46	Convince the customer.....	0	5	10	15	0	1	11	3	11	4
47	Wait on several customers at once.....	0	11	4	8	7	0	10	5	9	6
48	Make adjustments.....	0	11	4	14	1	1	9	5	8	7
49	Meet objections to the firm.....	1	4	10	9	6	2	10	3	6	9
50	Use well chosen words.....	6	0	9	4	11	8	0	7	4	11
51	Use clear and expressive speech.....	6	0	9	4	11	9	0	6	3	14
52	Understand that first obligation is to the customer.....	3	3	9	7	8	4	7	4	3	12
53	Suggest wrapping of customer's other bundles.....	2	9	4	0	15	3	6	6	0	15
54	Waiting on customer at another counter when necessary.....	0	10	5	0	15	1	12	2	2	13
55	Collecting back the amount to customer once payment has been received.....	3	5	7	0	15	3	7	5	0	15
56	Being patient with trying customers.....	0	9	6	14	1	3	11	1	11	4
57	Addressing a customer by using a variety of opening words.....	2	2	11	12	3	4	3	8	6	9
58	Finding ways to shorten the delays while waiting for change or additional merchandise.....	0	6	9	11	4	1	12	2	9	6
59	Refraining from personally accusing customer of stealing.....	0	6	9	13	2	6	6	3	10	5
60	Questioning customer about the possibility of the money being counterfeit.....	0	3	12	15	0	6	6	3	9	6
61	Orsetting customer by name if known personally.....	0	9	6	0	15	5	6	5	0	15
TOTAL		23	119	143	154	131	62	136	87	104	181
<u>PERSONAL QUALITIES:</u>											
1	Energy.....	3	3	9	7	8	3	6	6	3	12
2	Cooperativeness.....	4	3	8	6	9	2	3	10	6	9
3	Initiative.....	2	5	8	12	3	5	3	7	7	8
4	Personal Appearance.....	7	1	7	4	11	7	0	8	0	15
5	Dependability.....	3	3	9	9	6	3	1	11	4	11
6	Judgment.....	1	1	13	12	3	2	4	9	7	8
7	Confidence.....	1	6	8	10	5	3	8	4	9	6
8	Sincerity.....	1	11	13	4	11	3	2	10	5	10
9	Tolerance.....	2	1	12	14	1	1	4	10	11	4
10	Sense of Humor.....	0	1	14	11	4	3	1	11	4	11
11	Courtesy.....	6	1	8	4	11	7	2	6	0	15
12	Attitude.....	1	5	9	9	6	3	2	10	7	8
13	Tact.....	1	1	13	14	1	3	1	11	8	7
14	Industry.....	1	3	11	8	7	3	3	9	5	11
15	Alertness.....	1	5	9	4	11	3	2	10	11	4
16	Honesty.....	8	2	5	2	13	5	2	8	0	15
17	Sympathy.....	1	1	13	3	12	2	7	6	7	8
18	Loyalty.....	1	5	9	6	9	2	4	9	2	13
19	Ambition.....	4	0	11	6	9	2	5	8	3	12
20	Enthusiasm.....	4	2	9	7	8	2	5	8	5	10
TOTAL		52	50	198	152	148	64	65	171	94	206

In selecting school-job training in the clerical duties the general merchandise employers favored the combined program in forty-nine per cent of their selections representing an increase of 3.5 per cent over the proportionate selection of the total group. The employees were not disposed to favor school-job training to such an extent with the combined program being selected in only thirty-eight per cent of the cases which is ten per cent less than the proportionate preference expressed by the entire employee group.

The general merchandise employers were inclined to attach greater difficulty to the learning of the clerical duties than were employees in the same stores. The employers termed the various clerical duties hard in thirty-four per cent of the cases while the employees selected hard in thirty per cent. Both of these figures were below the proportionate selection of their total groups four per cent and ten per cent respectively.

Employers in the general merchandise chose the school as the place of learning those duties classified as selling technique in nine per cent of their selections, a percentage similar to that of the total employer class or group. The employees were disposed to school instruction to a greater degree favoring it in nineteen per cent of their selections; this figure is twelve per

cent in excess of the proportionate preference of all the employees representing all types of stores.

Job instruction in the selling duties was selected by employers in only twenty-four per cent of the selections in the general merchandise stores; this figure is eighteen per cent less than the total proportionate preference of all the employers. On the other hand, employees of the general merchandise stores favored job training or instruction in forty-three per cent of their choices, just two per cent less than the proportionate preference of the entire employee group.

It is significant to note that the employers in the general merchandise stores selected school-job as the best place of learning the selling duties in sixty-seven per cent of their choices, a figure which exceeds the total proportionate preference by fourteen per cent. The writer is reluctant to attempt an explanation of such an extremely high percentage for fear that this factual study might be opinionated. However, the writer was impressed by the keen interest portrayed in proposed and existing school-job programs in the retail field. Quite possibly the familiarity with the combined program evidenced in the general merchandise employers lead to the exceptionally large preference shown for this type of training.

Employees in this type of store favored school-job training in only thirty-eight per cent of their choices, eleven per cent less than the proportionate preference of all the employees.

The employers considered the selling duties hard to learn in forty-four per cent of their choices while the employees did so in thirty-seven per cent. These figures are seven and eleven per cent less than the proportionate preference of either total group.

In selecting school as the best place of learning those duties associated with the handling of customers in eight per cent of their choices the general merchandise employers differed greatly from the employees in the same stores. The employees favored school instruction in twenty-two per cent of their choices, an increase of fourteen per cent over the proportionate preference of the entire employee group. The employer preference is .7 per cent less than the proportionate preference shown by the total employer group.

Job training is favored in forty-two per cent of the employer choices and forty-eight per cent of the employee choices in the general merchandise stores. The proportionate selection of the entire employer group is fifty-four per cent and the proportionate selection of the employee group is fifty-six per cent.

The writer's opinion concerning the high percentage preference for school-job training in selling duties is given factual support by the high percentage of preference shown by employers in the general merchandise stores for combined training in customer duties. They selected school-job in exactly one-half their choices, 13.7 per cent more than the percentage preference expressed by the total employer group. Possibly, the employees in the general merchandise stores could not envision the possibilities of the combined program as did their employers, for they favored it in only thirty per cent of their choices, 5.4 per cent less than the proportionate preference of the entire employee group.

The customer duties were considered hard in fifty-four per cent of the cases by the employers and thirty per cent of the choices by employees in the general merchandise stores. These figures represent a five per cent increase over the total proportionate preference of the employers and a four per cent decrease as compared to the proportionate selection of the total employee group.

School was selected as the best place of acquiring the personal qualities in fifty-two or seventeen per cent of the employer selections and sixty-four (22 per cent) of the employee selections in the general food stores.

These figures represent a decrease of five per cent as compared to the proportionate choice of all the employers, and a seven per cent increase as compared to the preference of the entire employee group.

General merchandise employers favored the job as the best place for the development of the personal qualities in 16.7 per cent of their selections, just .7 per cent more than the proportionate choice of the total employer group. The employees favored the job as the best place for development in twenty-two per cent of their selections, a figure which is two per cent less than the percentage of school preference shown by the entire employee group.

The general merchandise employers favored the school-job program as the best place for development of the desired personal traits in sixty-six per cent of their selections, four per cent more than the total proportionate selection. Conversely, the employees in the general merchandise stores chose the combined program in fifty-seven per cent of their selections, 4.5 per cent below the total proportionate preference.

The employers considered the personal traits a great deal harder to acquire or develop than did the employees representing the general merchandise stores. The qualities were considered difficult in fifty-one per cent of the

selections by the employers, thirteen per cent in excess of the percentage of difficulty expressed by the total employer group; the qualities were considered hard in but thirty-one per cent of the selections, three per cent less than the proportionate designation of all the employees combined.

Analysis of replies from apparel stores: The seven employers representing the apparel stores selected school as the best place for learning the twenty-three clerical duties in 14 instances or nine per cent of the choices which is the same percentage of preference as that expressed by the entire group of employees. The employees favored school instruction in only six instances or four per cent which is three per cent less than the proportionate choice of the entire employee group.

The employers and employees representing the apparel stores designated the job as the best place of learning the clerical duties in identical proportions, seventy-one instances or forty-four per cent. This figure is 1.5 per cent less than the proportionate preference of the whole employer group and one per cent less than the proportionate preference of the entire employee group.

The school-job program was selected by the seven employers in forty-seven per cent of their choices, 1.5 per cent more than the proportionate choice of all the

employers representing all types of stores. The employees representing the apparel stores favored the combined program in fifty-two per cent of the selections, four per cent in excess of the percentage of preference shown by the total employee group.

Both employers and employees considered the clerical duties hard to learn in proportions similar to those expressed by all the employers and employees. Apparel store employers designated the duties as hard in thirty-seven per cent of their choices while the employees designated the duties as hard in forty per cent of the cases.

School was selected as the best place of learning the selling duties in ten per cent of the choices by employers and .08 per cent of the selections by employees representing the apparel shops. These proportions represent a 4.7 per cent increase over the proportionate preference of the entire employer group and a decrease of more than five per cent as compared to the proportionate preference of all the employees representing all types of stores.

The seven employers representing the apparel stores preferred the job as the place of learning nineteen selling duties in forty-nine per cent of their selections, an increase of nine per cent over the job preference of employees in the same stores. The employers in the apparel

stores thus favor job instruction in seven per cent more cases than do the employers representing all types of stores while the employees in the apparel shops favor the job as the place of learning in five per cent less of the choices than do the employees from all types of stores.

The seven employees in the apparel stores believed a school-job program of instruction necessary in eighteen per cent more of their selections than did the employers representing the same stores. The employees favored the combined program in fifty-nine per cent (ten per cent more than the proportionate preference of the entire group), and the employers selected school-job in forty-one per cent of their selections which is twelve per cent less than the proportionate preference of all the employers combined.

Both the employers and employees considered the selling duties hard to learn in far greater proportions than did either of the groups they represent by designating the various duties as hard to learn in fifty-eight and sixty per cent of their choices respectively. This represented an increase of seven per cent over the total proportionate preference of the employers and an eleven per cent margin over the proportionate choice of all the employees.

The employers representing the apparel shops designated school as the best place for learning the customer duties in seven per cent of their choices as compared to the total employer preference of 8.7 per cent. It is interesting to take cognizance of the fact that the employees in the same apparel shops favored school in only two selections (1.5 per cent), an increase of only one choice over the number of preferences for school training in selling duties. Obviously, the employees representing the apparel shops believed customer contact essential to true learning of the selling and customer duties.

The aversion towards school instruction in the customer duties is further evidenced by the fact that job training was selected in the majority of choices by both employers and employees in the apparel shops. The employers favored job instruction in sixty-three per cent of their choices while the employees selected job as the place of learning in fifty-five per cent of the choices. The proportionate preference for job training expressed by the total employer group was fifty-four per cent while the entire employee group favored the job in fifty-six per cent of their selections.

The employers representing the apparel shops suggested the combined program of school-job as the superior place of learning the customer duties in thirty

per cent of the choices by the seven employers representing the apparel shops in Quincy. The employees in the same stores designated the combined program in forty-three per cent of their choices. As a basis for comparison the proportionate preference of the whole employer group for school-job training is 36-3 per cent while the similar preference of the entire employee group is 35.4 per cent.

The apparel store employers considered the nineteen customer duties hard in fifty-three per cent of their selections, four per cent more than the total percentage of preference expressed by the entire employee group. Employees in the same stores determined the duties to be hard to learn in thirty-six per cent of their choices, four per cent less than the proportionate preference of all the employees representing all types of stores.

Both the employers and the employees representing the apparel shops believed the school capable of developing the personal qualities suggested by the writer in only eleven choices or eight per cent, a small proportion in either case. The total employer group designated school development in twenty-two per cent of the choices while the entire employee group favored the school in fourteen per cent.

Job development was selected in twenty-five per cent of the choices by employers in the apparel stores and sixteen per cent of the choices by employees in the same stores. The first figure represents an increase of nine

per cent over the proportionate preference of all the employers, and the second figure a decrease of eight per cent as compared to the choice of the entire employee group.

Both apparel shop employers and employees believed that the personal traits required development in both school and on the job in exceptionally large proportions. The employers preferred school-job development in sixty-seven per cent and the employees in seventy-six per cent as compared to proportionate preferences of sixty-two and 61.5 per cent in their total groups respectively. The writer is unable to present a valid reason for such an unusually high percentage in the case of the apparel store employees unless it be the fact that employees in this type of store are more matured because of employment requirements and realize the value of possessing the personal qualities suggested on the check-list.

The opinionated statement which the writer previously made is given greater import by the degree of difficulty attached to the development of the qualities by both employers and employees in the apparel shops. The employers termed the various duties as hard to acquire in forty-four per cent of their selections, six per cent more than the proportionate preference shown by the total employer group. The employees in the seven apparel shops believed the qualities hard to develop in thirty-eight per cent of their selections, four per cent in excess of the

TABLE VI

TABULATION OF APPAREL STORE REPLIES

NO	DUTY OR QUALITY	EMPLOYER					EMPLOYEE				
		SCHOOL	JOB	BOTH	HARD	EASY	SCHOOL	JOB	BOTH	HARD	EASY
CLERICAL DUTIES:											
1	Calculate what the customer is to pay.....	0	2	5	4	3	1	0	6	4	3
2	Write sales checks.....	5	2	5	3	7	1	1	5	0	7
3	Keep record of sales.....	2	0	5	3	4	0	0	5	0	7
4	Make change.....	0	3	4	0	7	0	0	2	0	7
5	Handle phone orders.....	0	7	0	1	6	0	5	7	0	7
6	Give prices and estimates over the phone.....	0	7	0	6	1	0	0	0	6	1
7	Operate cash register.....	3	4	0	3	4	0	3	3	4	6
8	Write register error slips.....	0	4	3	0	7	0	3	4	1	6
9	Take inventory.....	0	0	7	4	3	0	0	7	4	3
10	Keep record of returns.....	0	0	7	4	3	0	0	7	4	3
11	Mark price tickets.....	0	5	2	2	5	0	5	2	5	3
12	Keep stock complete.....	0	2	5	6	1	0	5	6	1	4
13	Mark merchandise.....	0	2	5	1	6	0	2	3	3	4
14	Write requisition for supplies.....	0	0	7	1	6	0	0	7	3	2
15	Make out bank slips.....	1	0	6	0	7	3	0	4	1	5
16	Turn in money to office.....	0	5	2	0	7	0	6	1	1	6
17	Accept and approve checks.....	0	2	5	5	2	0	0	7	5	2
18	Report slow selling merchandise.....	0	6	1	4	3	0	6	1	5	2
19	Inspect incoming merchandise.....	0	7	0	4	3	0	7	0	5	2
20	Give training to other employees.....	0	7	0	5	2	0	6	1	4	3
21	Wrapping goods.....	0	7	0	0	7	0	7	0	0	7
22	Tallying item under correct department so that management has accurate department sales figures.....	3	1	3	3	4	0	1	6	5	2
23	Figuring turnover for department when necessary.....	0	0	7	3	4	0	1	6	3	4
TOTAL		14	71	76	59	102	6	71	84	65	96
SELLING TECHNIQUE:											
24	Demonstrate goods.....	0	2	5	5	2	0	2	5	4	3
25	Meet objections to merchandise.....	0	3	4	6	1	0	5	2	6	1
26	Talk up merchandise.....	0	3	4	6	1	0	5	2	5	2
27	Try increase average sales.....	0	4	3	7	0	0	2	5	7	0
28	Close the sale.....	0	4	3	7	0	0	2	5	5	2
29	Suggest additional goods.....	2	3	2	2	4	0	2	5	6	1
30	Suggest substitute goods.....	2	3	2	5	2	0	3	4	6	1
31	Suggest large size or quantity.....	2	3	2	5	2	0	3	4	6	1
32	Suggest better quality.....	2	3	2	3	4	0	3	4	6	1
33	Stress benefits received from larger size or better quality.....	2	2	3	5	2	0	3	4	5	2
34	Mention special sales in other departments.....	0	4	3	1	6	0	4	3	0	7
35	Mention advertising.....	0	4	3	2	5	1	2	4	4	3
36	Recommend services such as credit, etc.....	3	2	3	0	7	0	0	7	0	7
37	Mention guarantee.....	2	2	3	0	7	0	0	7	0	7
38	Using personal experience as a means of providing merchandise information.....	0	5	2	1	6	0	7	0	0	7
39	Mention specials.....	0	4	3	0	7	0	2	5	0	7
40	Meeting objections concerning price.....	0	4	3	7	0	0	3	4	7	0
41	Meeting objections concerning customer's wants.....	0	5	2	7	0	0	3	4	7	0
42	Meeting objections offered to postpone.....	0	5	2	7	0	0	2	5	6	1
TOTAL		14	65	54	77	56	1	53	79	80	53
HANDLING CUSTOMERS:											
43	Meet customers.....	0	4	3	4	3	0	3	4	1	6
44	Determine what customer wants.....	0	6	1	7	0	0	3	4	5	2
45	Help customer select right merchandise.....	0	6	1	6	1	0	4	3	5	2
46	Convince the customer.....	0	5	2	7	0	0	4	3	6	1
47	Wait on several customers at once.....	0	7	0	6	1	0	6	1	5	2
48	Make adjustments.....	0	5	2	7	0	0	4	3	4	3
49	Meet objections to firm.....	1	6	0	7	0	0	6	1	6	0
50	Use well chosen words.....	0	5	2	5	1	0	6	0	7	2
51	Use clear and expressive speech.....	1	0	6	2	5	1	0	6	0	7
52	Understand that first obligation is to the customer.....	0	3	4	1	6	0	0	7	0	7
53	Suggest wrapping of customer's other bundles.....	0	3	4	0	7	0	4	3	0	7
54	Waiting on customer at another counter when necessary.....	0	6	1	0	7	0	7	0	1	6
55	Calling back the amount to customer once payment has been received.....	3	3	1	0	7	0	5	2	0	7
56	Being patient with trying customers.....	0	6	1	7	0	0	3	4	5	2
57	Addressing customer by using a variety of opening words.....	2	3	2	3	4	0	4	3	0	7
58	Finding ways to shorten delays while waiting for change or additional merchandise.....	0	4	3	3	4	0	5	2	5	2
59	Refraining from personally accusing customer of stealing.....	0	5	2	2	5	0	6	1	3	4
60	Questioning customer about the possibility of the money being counterfeit.....	0	5	3	4	3	0	5	2	4	5
61	Greeting customer by name if known personally.....	0	7	0	3	4	0	4	3	0	7
TOTAL		9	84	40	71	62	2	73	58	48	85
PERSONAL QUALITIES:											
1	Energy.....	2	2	3	2	5	0	1	6	2	5
2	Cooperativeness.....	0	1	6	3	0	0	2	5	3	4
3	Initiative.....	1	3	3	5	2	2	1	6	3	0
4	Personal Appearance.....	3	0	1	6	3	4	0	6	3	0
5	Dependability.....	0	7	3	4	1	0	6	1	6	6
6	Judgment.....	0	0	7	3	4	1	0	6	1	6
7	Confidence.....	0	1	6	7	0	0	4	6	6	1
8	Sincerity.....	0	4	3	7	0	0	0	5	3	4
9	Tolerance.....	0	4	3	7	0	0	0	5	3	4
10	Sense of Humor.....	0	2	5	2	5	0	1	6	0	6
11	Courtesy.....	0	2	5	7	1	0	0	7	1	6
12	Attitude.....	1	1	5	1	6	3	0	1	2	5
13	Tact.....	0	4	3	6	1	0	1	6	2	5
14	Industry.....	0	0	5	5	1	0	2	6	1	4
15	Alertness.....	0	0	5	5	6	0	3	3	3	4
16	Honesty.....	0	0	7	1	6	0	0	1	6	6
17	Sympathy.....	4	0	2	6	6	3	0	1	1	6
18	Loyalty.....	0	0	6	4	4	1	0	6	5	2
19	Ambition.....	0	0	5	1	6	0	3	1	1	6
20	Enthusiasm.....	0	0	5	1	6	0	3	1	1	6
TOTAL		11	32	94	61	79	11	23	106	53	87

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proportionate selection of the whole employee group.

Analysis of replies from hardware stores: Check-lists were collected from five stores with an employer and employee represented in each store. The collections were subjected to the same analysis as was the case in the previous types of stores. The employers were asked to select the best place of learning each of twenty-three clerical duties which required a total of 115 selections (Table VII, Page 71). The employee returns were subjected to a similar analysis.

In selecting the best place of learning the clerical duties school was selected in only one instance (.09 per cent) by employers in the hardware stores, a percentage well below the proportionate school preference expressed by all the employers representing all types of stores. The employees in hardware stores favored school in seven per cent of their choices, a figure which is identical with the proportionate preference of the entire employee group.

Both the employers and employees in the five hardware stores that completed the check-lists favored job training in but thirty (26 per cent) of the selections, 19.5 less than the total proportionate preference of all the employers and nineteen per cent less than the proportionate choice of all the employees combined.

TABLE VII

TABULATION OF HARDWARE STORE REPLIES

NO	DUTY OR QUALITY	EMPLOYER					EMPLOYEE				
		SCHOOL	JOB	BOTH	HARD	EASY	SCHOOL	JOB	BOTH	HARD	EASY
<u>CLERICAL DUTIES:</u>											
1	Calculate what the customer is to pay.....	1	0	4	4	1	1	1	3	3	2
2	Write sales checks.....	0	0	5	2	3	3	1	3	3	2
3	Keep record of sales.....	0	0	5	2	3	3	0	2	3	2
4	Make change.....	0	2	3	0	5	0	0	5	1	4
5	Handle phone orders.....	0	3	3	0	5	0	3	2	0	5
6	Give prices and estimates over phone.....	0	3	2	2	3	0	3	2	3	2
7	Operate cash register.....	0	1	4	0	5	0	0	5	0	5
8	Write register error slips.....	0	0	5	1	4	0	0	5	0	5
9	Take inventory.....	0	1	4	3	2	0	0	5	3	2
10	Keep record of returns.....	0	0	5	2	3	0	0	5	3	2
11	Mark price tickets.....	0	2	3	1	4	0	1	4	2	3
12	Keep stock complete.....	0	2	3	2	3	0	1	4	3	2
13	Mark merchandise.....	0	2	3	2	3	0	2	3	4	1
14	Write requisition for supplies.....	0	0	5	2	3	0	1	4	3	2
15	Make out bank slips.....	0	0	5	0	5	1	0	4	0	5
16	Turn in money to office.....	0	0	5	0	5	0	0	4	2	3
17	Accept and approve checks.....	0	0	5	1	4	0	0	5	2	3
18	Report slow selling merchandise.....	0	2	3	3	2	0	3	2	0	5
19	Inspect incoming merchandise.....	0	3	2	2	3	0	4	1	0	5
20	Give training to other employees.....	0	5	0	0	5	0	5	0	1	4
21	Wrapping goods.....	0	5	0	0	5	0	4	1	0	5
22	Tallying item under correct department so the management has accurate department sales figures.....	0	0	5	3	2	0	0	5	5	0
23	Figuring turnover for department when necessary.....	0	0	5	4	1	0	1	4	3	2
TOTAL		1	30	84	37	78	8	30	77	44	71
<u>SELLING TECHNIQUE:</u>											
24	Demonstrate goods.....	0	2	3	0	5	0	2	3	0	5
25	Meet objections to merchandise.....	0	5	0	4	1	0	3	2	4	1
26	Talk up merchandise.....	0	3	2	3	2	0	3	2	4	1
27	Try to increase average sales.....	0	3	2	5	0	0	2	3	5	0
28	Close the sale.....	0	2	3	2	3	0	2	3	3	2
29	Suggest additional goods.....	0	4	1	3	2	0	3	2	1	4
30	Suggest substitute goods.....	0	4	1	3	2	0	3	2	1	4
31	Suggest large size or quantity.....	0	4	1	3	2	0	4	1	1	4
32	Suggest better quality.....	0	4	1	3	2	0	2	3	1	4
33	Stress benefits received from larger size or better quality.....	0	0	5	2	3	0	2	3	4	1
34	Mention special sales in other departments.....	0	3	2	0	5	0	4	1	0	5
35	Mention advertising.....	0	2	3	1	4	0	3	2	1	4
36	Recommend services such as credit, etc.....	0	0	5	1	4	0	0	5	0	5
37	Mention guarantees.....	0	0	5	1	4	0	0	5	0	5
38	Using personal experiences as a means of providing merchandise information.....	0	5	0	0	5	0	4	1	2	3
39	Mention specials.....	0	0	5	0	5	0	3	2	0	5
40	Meeting objections concerning price.....	0	1	4	4	1	0	4	1	3	2
41	Meeting objections concerning customers' wants.....	0	1	4	4	1	0	4	1	3	2
42	Meeting objections offered to postpone action.....	0	2	3	4	1	0	5	0	5	0
TOTAL		0	45	50	43	52	0	53	42	38	57
<u>HANDLING CUSTOMERS:</u>											
43	Meet customers.....	0	1	4	1	4	0	3	2	0	5
44	Determine what the customer wants.....	0	0	5	1	4	0	1	4	0	5
45	Help customer select right merchandise.....	0	4	1	1	4	0	5	0	2	3
46	Convince the customer.....	0	3	2	4	1	0	5	0	4	1
47	Wait on several customers at once.....	0	5	0	5	0	0	5	0	4	1
48	Make adjustments.....	0	5	0	5	0	0	5	0	3	2
49	Meet objections to firm.....	0	4	1	3	2	0	5	0	2	3
50	Use well chosen words.....	1	0	4	0	5	0	0	5	0	5
51	Use clear and expressive speech.....	2	1	2	1	4	0	0	5	0	5
52	Understand that first obligation is to the customer.....	0	0	5	0	5	0	0	5	1	4
53	Suggest wrapping of customer's other bundles.....	0	2	3	0	5	0	4	1	0	5
54	Waiting on customers at another counter when necessary.....	0	5	0	1	4	0	5	0	4	1
55	Celling back the amount to customer once payment has been received.....	0	3	2	0	5	0	4	1	1	4
56	Being patient with trying customers.....	0	4	1	5	0	0	4	1	5	0
57	Addressing customer by using a variety of opening words.....	0	2	3	1	4	0	4	1	0	5
58	Finding ways to shorten delays while waiting for change or additional merchandise.....	0	5	0	3	2	0	5	0	5	0
59	Refraining from personally accusing the customer of stealing.....	0	2	3	1	4	0	3	2	4	1
60	Questioning customer about the possibility of the money being counterfeit.....	0	2	3	1	4	0	4	1	2	3
61	Greeting customer by name if known personally.....	0	1	4	0	5	0	4	1	0	5
TOTAL		3	49	43	37	58	0	66	29	40	55
<u>PERSONAL QUALITIES:</u>											
1	Energy.....	1	0	4	1	4	0	2	3	2	3
2	Cooperativeness.....	0	0	5	3	0	0	2	3	3	2
3	Initiative.....	1	1	3	3	5	0	3	2	3	2
4	Personal Appearance.....	2	0	3	0	5	1	0	4	0	5
5	Dependability.....	1	0	4	1	4	0	0	5	5	1
6	Judgment.....	0	2	3	3	2	0	1	4	4	1
7	Confidence.....	0	3	2	4	1	0	3	2	4	1
8	Sincerity.....	0	1	4	4	5	0	4	3	1	4
9	Tolerance.....	0	1	4	4	1	0	4	3	1	4
10	Sense of Humor.....	0	0	5	0	5	0	0	5	0	5
11	Courtesy.....	4	0	1	0	5	0	1	4	0	5
12	Attitude.....	0	2	3	5	0	0	2	3	3	2
13	Tact.....	0	1	4	4	1	0	2	4	4	1
14	Industry.....	0	1	4	2	3	0	1	4	4	1
15	Alertness.....	2	0	3	0	5	0	0	5	0	5
16	Honesty.....	3	0	2	2	5	0	0	5	0	5
17	Sympathy.....	0	2	3	2	3	0	2	3	3	0
18	Loyalty.....	1	0	4	1	4	0	0	5	5	5
19	Ambition.....	0	2	3	0	5	0	1	4	0	5
20	Enthusiasm.....	0	2	3	0	5	0	2	3	0	5
TOTAL		15	18	67	29	71	1	28	71	34	66

The employers and employees representing the hardware establishments expressed a desire for school-job training in the clerical duties in seventy-three and sixty-seven per cent of their choices respectively. These figures exceed the proportionate preference of all the employers combined (45.5 per cent) and the entire group of employees (48 per cent) by unusually wide margins.

Employees in the hardware stores believed the clerical duties to be hard to learn in thirty-eight per cent of their selections while the employers termed the various duties as hard to learn in thirty-two per cent of the selections. These figures represented a decrease of two per cent as compared to the percentage of preference held by all the employees and a decrease of six per cent as compared to the proportionate preference of the entire employer group.

Employers and employees failed to select the school as the place for learning those duties known as selling technique in any of their choices as compared to the proportionate selection of 5.3 per cent by the whole employer group and the 5.4 per cent preference of the total employee group.

The employees in the hardware stores of Quincy designated the job as the best place of learning the selling duties in fifty-six per cent of their choices, nine per

cent more than the number of similar choices made by their employers. The hardware employees exceeded the proportionate preference of job as the place of learning the selling duties expressed by the whole employee group by nine per cent while their employers exceeded the percentage of choice made by the entire group of employers by five per cent.

The combined program of school-job instruction was the predominating choice as the best place for learning the selling duties of the hardware store employers. The employees representing the hardware stores also selected the school-job program in a considerable number of cases. The employers favored the program in fifty-three per cent of their choices, a figure identical with that of the proportionate preference of the entire group of employees; the employees selected the combined program in forty-four per cent of their choices, just one per cent less than percentage of preference shown by all the employees representing all types of stores.

The five employers representing the hardware stores designated the selling duties as hard to learn in forty-five per cent of their selections as compared to a proportionate designation of fifty-one per cent made by all employers representing all types of stores. The five employees called the duties hard in forty per cent of the selections, nine per cent less than the proportionate

preference expressed by the total group of employees.

Both the employers and employees placed small emphasis on school as the place of learning those duties associated with the handling of customers. The hardware store employers selected school in but three per cent of their choices, 4.7 per cent less than the proportionate preference of the employer group; the employees in the same stores failed to select school as the place of learning in any of their choices.

Further analysis of the hardware check-lists shows the job to be the predominating choice as to the place of learning the customer duties. The employers selected the job in fifty-two per cent of their choices, two per cent less than the proportionate preference of the entire group of employers. Employees favored job training for the performance of customer duties in sixty-nine per cent of their choices, thirteen per cent more than the proportionate preference expressed by all employees representing all types of stores.

The employers from the hardware stores selected the school-job program as the best place of learning the customer duties in forty-five per cent of their choices, fourteen per cent more than the similar preference shown by employees in the same stores. The employer percentage

exceeds the proportionate preference of the complete employer group by 8.7 per cent. On the other hand, the five employees in the hardware stores favored the combined program in but thirty-one per cent of their choices, 4.4 per cent less than the percentage of preference expressed by all employees representing all types of stores.

The employers in the hardware stores termed the various customer duties hard to learn in thirty-nine per cent of their choices, ten per cent less than the proportionate preference expressed by the entire group of employers. The customer duties were designated as hard to learn in forty-two per cent of the choices made by the employees representing the hardware stores in Quincy, two per cent more than the percentage of preference shown by all the employees in all types of stores.

The hardware store employers believed school to be the best place for acquisition of the desired personal qualities in fifteen per cent of their selections while employees in the same hardware stores designated the school in only one instance. The employer percentage is seven per cent less than the proportionate preference of the entire employer group while the hardware employees favored school development in thirteen per cent less cases as compared to all the employees.

Job development was chosen in eighteen per cent of the hardware employer selections and twenty-eight per cent of the employee preferences. The employer percentage exceeds the proportionate percentage of the entire group of employers by two per cent; the employee percentage exceeds the proportionate percentage of the whole employee group by four per cent.

The combined program, school-job, received a majority of choices from both employers and employees representing the hardware stores as the best place for acquisition or development of the personal qualities. The five employers in the hardware stores favored the combined program in sixty-seven per cent of their choices, five per cent more than the proportionate preference of the entire employer group. The employees selected school-job in seventy-one per cent of their choices, 9.5 per cent more than the proportionate preference shown by all employees representing all types of stores.

Employers in the hardware stores considered the qualities relatively easy to acquire or develop; they designated the various duties as hard in only twenty-nine per cent of their choices, nine per cent less than the proportionate designation made by the whole group of employers. The employees in the hardware stores termed various qualities as hard to acquire in a proportion

identical with that of the entire group of employees. They designated various qualities as hard to acquire in thirty-four per cent of their choices.

Analysis of replies from filling stations: Replies were received from three filling stations in Quincy with an employer and an employee being represented in each station. The complete tabulation of the replies to the various duties and personal qualities is found in Table VIII on the following page.

The employers, usually the proprietors in the filling stations, selected the school as the best place of learning the clerical duties in twelve per cent of their choices, three per cent more than was the case of the employers in all types of establishments. The employees representing the filling stations failed to designate the school as the place of learning the clerical duties in any of their choices as compared to the seven per cent preference exemplified by all employees in all types of stores.

The filling station employers favored learning the clerical duties on the job in sixty-one per cent of their choices, 15.5 per cent more than the similar preference expressed by the entire employer group. The attendants or employees selected the job as the best place of learning the duties in one-third of their choices, almost twelve

TABLE VIII

TABULATION OF FILLING STATION REPLIES

NO	DUTY OR QUALITY	EMPLOYER					EMPLOYEE				
		SCHOOL	JOB	BOTH	HARD	EASY	SCHOOL	JOB	BOTH	HARD	EASY
<u>CLERICAL DUTIES:</u>											
1	Calculate what the customer is to pay.....	1	0	2	0	3	0	1	2	1	2
2	Write sales checks.....	2	1	0	0	3	0	0	3	1	2
3	Keep record of sales.....	2	1	0	0	3	0	0	3	1	2
4	Make change.....	0	2	1	0	3	0	1	2	0	3
5	Handle phone orders.....	0	3	0	0	3	0	3	0	1	2
6	Give prices and estimates over phone.....	0	3	0	2	1	0	3	0	1	2
7	Operate cash register.....	0	3	0	0	3	0	0	3	0	3
8	Write register error slips.....	0	3	0	0	3	0	0	3	0	3
9	Take inventory.....	1	1	2	3	0	0	0	3	2	1
10	Keep record of returns.....	0	0	3	2	1	0	0	3	3	0
11	Mark price tickets.....	0	3	0	0	3	0	1	2	1	2
12	Keep stock complete.....	0	1	2	1	2	0	1	2	3	0
13	Mark merchandise.....	0	2	1	0	3	0	1	2	2	1
14	Write requisition for supplies.....	0	1	2	0	3	0	0	3	1	2
15	Make out bank slips.....	3	0	0	0	3	0	0	3	0	3
16	Turn in money to office.....	0	3	0	0	3	0	2	1	0	3
17	Accept and approve checks.....	0	0	3	3	0	0	0	3	2	1
18	Report slow selling merchandise.....	0	3	0	0	3	0	1	2	2	1
19	Inspect incoming merchandise.....	0	3	0	2	1	0	2	1	0	3
20	Give training to other employees.....	0	3	0	2	1	0	3	0	2	1
21	Wrapping goods.....	0	3	0	0	3	0	1	2	0	3
22	Tallying item under correct department so the management has accurate department sales figures.....	0	2	1	2	1	0	1	2	2	1
23	Figuring turnover for department when necessary.....	0	1	2	2	1	0	2	1	3	0
TOTAL.		8	42	19	19	50	0	23	46	28	41
<u>SELLING TECHNIQUE:</u>											
24	Demonstrate goods.....	0	2	1	0	3	0	1	2	1	2
25	Determine what customer wants.....	0	3	0	1	2	0	2	1	3	0
26	Talk up merchandise.....	0	1	2	3	0	0	0	3	0	3
27	Try to increase average sales.....	0	2	1	3	0	0	3	0	2	1
28	Close the sale.....	1	1	1	3	0	0	1	2	2	1
29	Suggest additional goods.....	0	2	1	1	2	0	1	2	2	1
30	Suggest substitute goods.....	0	2	1	1	2	0	1	2	2	1
31	Suggest large size of quantity.....	0	2	1	1	2	0	1	2	2	1
32	Suggest better quality.....	0	2	1	1	2	0	1	2	1	2
33	Stress benefits received from larger size or better quality.....	0	3	0	0	3	0	1	2	2	1
34	Mention special sales in other departments.....	0	1	2	2	1	0	2	1	0	3
35	Mention advertising.....	0	3	0	1	2	0	2	1	3	0
36	Recommend services such as credit, etc.....	0	1	2	0	3	0	0	3	0	3
37	Mention guarantees.....	0	1	2	0	3	0	0	3	0	3
38	Using personal experiences as a means of providing merchandise information.....	0	2	1	1	2	0	3	0	1	2
39	Mention specials.....	0	1	2	0	3	0	1	2	0	3
40	Meeting objections concerning price.....	0	1	2	2	1	0	0	3	1	2
41	Meeting objections concerning customers' wants.....	0	3	0	3	0	0	1	2	2	1
42	Meeting objections offered to postpone action.....	0	3	0	3	0	0	2	1	2	1
TOTAL.		1	36	20	26	31	0	23	34	26	31
<u>HANDLING CUSTOMERS:</u>											
43	Meet customers.....	0	1	2	0	3	0	1	2	0	3
44	Determine what customer wants.....	0	3	0	2	1	0	2	1	2	1
45	Help customer select right merchandise.....	0	3	0	1	2	0	1	2	2	1
46	Convince the customer.....	0	1	2	3	0	0	2	1	3	0
47	Wait on several customers at once.....	0	3	0	2	1	0	3	0	3	0
48	Make adjustments.....	0	2	1	3	0	0	3	0	3	0
49	Meet objections to the firm.....	0	1	2	3	0	0	3	0	1	2
50	Use well chosen words.....	2	0	1	0	3	0	0	3	0	3
51	Use clear and expressive speech.....	3	0	0	0	3	1	0	2	0	3
52	Understand that first obligation is to the customer.....	0	1	2	0	3	0	0	3	1	2
53	Suggest wrapping of customer's other bundles.....	0	1	2	0	3	0	1	2	0	3
54	Waiting on customer at another counter when necessary.....	0	3	0	0	3	0	2	1	0	3
55	Calling back the amount to customer once payment has been received.....	0	2	1	0	3	0	2	1	1	2
56	Being patient with trying customers.....	0	3	0	3	0	0	3	0	3	0
57	Addressing customer by using a variety of opening words.....	1	1	1	0	3	0	3	0	0	3
58	Finding ways to shorten delays while waiting for change or additional merchandise.....	0	3	0	0	3	0	3	0	0	3
59	Refraining from personally accusing the customer of stealing.....	0	0	3	0	3	0	3	0	3	0
60	Questioning customer about the possibility of the money being counterfeit.....	0	0	3	0	3	0	3	0	1	2
61	Greeting customer by name if known personally.....	0	1	2	0	3	0	0	3	0	3
TOTAL.		6	29	22	17	40	1	35	21	23	34
<u>PERSONAL QUALITIES:</u>											
1	Energy.....	0	2	1	0	3	0	1	2	1	2
2	Cooperativeness.....	0	0	3	0	3	0	1	2	1	2
3	Initiative.....	0	1	2	1	2	0	2	1	2	1
4	Personal Appearance.....	3	0	0	0	3	1	0	2	0	3
5	Dependability.....	1	0	2	0	3	1	1	1	0	3
6	Judgment.....	0	1	2	2	1	0	2	1	2	1
7	Confidence.....	0	1	2	2	1	0	2	1	2	1
8	Sincerity.....	0	1	2	0	3	0	1	2	0	3
9	Tolerance.....	0	1	2	3	0	0	1	2	3	0
10	Sense of Humor.....	0	1	2	0	3	0	0	3	0	3
11	Courtesy.....	2	0	1	0	3	1	0	2	0	3
12	Attitude.....	1	1	1	2	1	0	1	2	2	1
13	Tact.....	0	0	3	2	1	0	2	1	3	0
14	Industry.....	0	3	0	0	3	0	1	2	2	1
15	Alertness.....	0	1	2	0	3	0	0	3	0	3
16	Honesty.....	2	0	1	0	3	0	0	3	0	0
17	Sympathy.....	0	1	2	1	2	0	2	1	2	1
18	Loyalty.....	0	1	2	0	3	0	0	3	0	3
19	Ambition.....	0	0	3	0	3	0	2	1	0	3
20	Enthusiasm.....	0	2	1	0	3	0	1	2	0	3
TOTAL.		9	17	34	13	47	3	20	37	20	40

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CLEARING EVIDENCE

REMARKS

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INVESTIGATION OF LIFTING SECTION KNIGHTS

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per cent less than the proportionate job preference of the entire employee group.

The three employers in the cooperating stations selected the school-job program in but twenty-seven per cent of their choices, 18.5 per cent less than the proportionate preference of the total employer group. On the other hand, the employees favored a combined form of instruction in sixty-seven per cent or approximately two-thirds of their selections, nineteen per cent in excess of the proportionate preference shown by all the employers representing all types of establishments.

Neither the employers nor the employees representing the filling stations believed the clerical duties to be as hard to learn as did either of the entire groups of which they are component parts. The employers designated various duties as hard to learn in but twenty-seven per cent of their choices, eleven per cent less than the proportionate preference of the total group of employers. Employees in the filling stations believed various clerical duties hard to learn in forty-one per cent of their choices or one per cent more than the similar preference expressed by all the employees representing all types of stores.

Before continuing with an analysis of the selling duties it seems advisable to remind the reader that only

three stations are represented in the study thus accounting for the relatively small number of choices. The employers selected the school as the best place of learning the selling duties in only two per cent of their choices, 3.3 per cent less than the proportionate preference shown by the total group of employers. The employees did not designate any of the selling duties as best suited to school instruction.

The job was considered as the best place for learning the selling duties in sixty-three per cent of their choices which is twenty-one per cent more than the proportionate preference expressed by all the employers in all types of stores for job training. The employees favored job instruction in forty per cent of their selections, five per cent less than the percentage of preference shown by the entire employee group.

Employers in filling stations selected the school-job program in thirty-five per cent of their choices as compared to the fifty-three per cent preference of the total employer group. The school-job program was the predominating choice of the filling station employees with the combined program being chosen in sixty per cent of the selections; this last figure represented an increase of eleven per cent over the proportionate choice for job training in the selling duties expressed by the employees representing all types of stores.

The employers and employees both termed the various selling duties hard to learn in forty-six per cent of their choices, a decrease of five per cent as compared to the proportionate designation of the employer group and a decrease of three per cent as compared to the proportionate choice of all the employees representing all types of stores.

The filling station employers favored school as the best place for learning those duties associated with the handling of customers in approximately ten per cent of their fifty-seven selections, an increase of 1.3 per cent over the proportionate selection of all employers combined. The employees representing the filling stations chose school as the best place of learning the customer duties in only two per cent of their fifty-seven selections, six per cent less than the proportionate selection made by all employees representing all types of stores.

Job training was the dominant choice of the employers and employees represented in the filling station for learning customer duties. The three employers selected the job in fifty-one per cent of the fifty-seven choices; this represents a decrease of three per cent as compared to the proportionate preference of the total group of employers. Employees in the filling station favored job training to even a greater extent with the job being selected in sixty-one per cent of their fifty-seven choices; this

is an increase of five per cent over the proportionate preference exemplified by all employees in all types of stores.

The combined program of instruction, school-job, was chosen as the best place of learning the customer duties by the filling station employers in thirty-nine per cent of their fifty-seven selections, 2.7 per cent in excess of the percentage of preference shown by the entire group of employers cooperating in the study. The employees in the filling stations favored the school-job program to a slightly less degree; they selected the combined program in thirty-seven per cent of their fifty-seven choices, an increase, nevertheless, of 1.6 per cent over the percentage of preference shown by the total group of employees who cooperated.

The employers in the filling stations termed the nineteen customer duties hard to learn in thirty per cent of their fifty-seven choices; this percentage is nineteen per cent less than the proportionate designation made by all the employers combined. Employees representing the filling stations believed the customer duties to be hard to learn in forty per cent of their fifty-seven selections and were in complete agreement with the proportionate preference of the entire employee group. The reader must realize that such a situation does not signify agreement on the difficulty of

each duty, but rather agreement on the total number of choices, hard or easy, made by filling station employees and by employees representing all types of establishments as has been the case throughout the entire study.

Employers representing the filling stations selected school as the best place for acquiring the suggested personal qualities in fifteen per cent of their sixty choices as compared to the twenty-two per cent proportionate preference of the total employer group for school acquisition or development. Filling station employees favored school acquisition or development in only three choices (five per cent) which is nine per cent less than the similar percentage of preference of all employees in all types of stores.

Job acquisition was preferred by the three filling station employers in twenty-eight per cent of their sixty choices, twelve per cent in excess of the proportionate job preference shown by the whole group of employers cooperating. The employees favored job acquisition in one-third of their choices, over nine per cent more than the similar proportionate preference emphasized by the total employee group.

The school-job program was the predominating selection of both employers and employees as the best place for acquiring the personal qualities; filling station employers designated school-job in fifty-seven per cent of their sixty

choices. The employer preference is five per cent below the proportionate preference of the total employer group while the filling station employee preference exceeds the total proportionate preference by .5 per cent.

The personal qualities were considered hard to acquire in twenty-two per cent of the selections of the filling station employers, sixteen per cent less than the proportionate choice of the total employer group. Filling station employees designated the qualities hard to acquire in one third of their choices, within one per cent of the proportionate preference of all the employees representing all types of stores.

Analysis of Replies from Restaurants: As in the case of filling stations, the employers actually were the proprietors. The three cooperating restaurateurs selected the school as the best place for learning the clerical duties in six per cent of their sixty-nine choices, a percentage identical with that of the restaurant employees although both groups were in disagreement as to the specific duties to be learned in school. As a basis for comparison, the total proportionate preference of the entire employer and employee groups was nine and seven per cent respectively.

Job training in the clerical duties was selected by the three restaurateurs in forty-one per cent of their sixty-nine choices, 4.5 per cent less than the proportionate preference

TABLE IX

TABULATION OF RESTAURANT REPLIES

NO	DUTY OR QUALITY	EMPLOYER					EMPLOYEE				
		SCHOOL	JOB	BOTH	HARD	EASY	SCHOOL	JOB	BOTH	HARD	EASY
CLERICAL DUTIES:											
1	Calculate what the customer is to pay.....	2	1	0	2	1	0	1	2	2	1
2	Write sales checks.....	1	1	1	0	3	1	0	2	0	3
3	Keep record of sales.....	0	1	2	1	2	0	1	2	0	3
4	Make change.....	0	1	2	0	3	0	1	2	0	3
5	Handle phone orders.....	0	3	0	0	3	0	1	2	0	3
6	Give prices and estimates over phone.....	0	3	0	3	0	0	1	2	1	2
7	Operate cash register.....	0	1	2	0	3	0	1	2	0	3
8	Write register error slips.....	0	1	2	0	3	0	1	2	0	3
9	Take inventory.....	0	0	3	2	1	0	0	3	3	0
10	Keep record of returns.....	0	1	2	1	2	0	0	3	2	1
11	Mark price tickets.....	0	1	2	0	3	0	3	0	1	2
12	Keep stock complete.....	0	1	2	2	1	0	1	2	3	1
13	Mark merchandise.....	0	1	2	1	2	0	2	1	2	1
14	Write requisition for supplies.....	0	1	2	1	2	0	0	3	0	3
15	Make out bank slips.....	1	0	2	0	3	2	0	1	0	3
16	Turn in money to office.....	0	2	1	0	3	0	1	2	0	3
17	Accept and approve checks.....	0	1	2	3	0	0	0	3	0	3
18	Report slow selling merchandise.....	0	1	2	1	2	0	2	1	3	0
19	Inspect incoming merchandise.....	0	1	2	0	3	0	2	1	3	0
20	Give training to other employees.....	0	2	1	1	2	0	3	0	1	2
21	Wrapping goods.....	0	1	2	0	3	0	2	1	0	3
22	Tallying item under correct department so the management has accurate department sales figures.....	0	2	1	2	1	0	0	3	3	0
23	Figuring turnover for department when necessary.....	0	1	2	2	1	0	1	2	2	1
TOTAL		4	28	37	22	47	4	23	42	25	44
SELLING TECHNIQUE:											
24	Demonstrate goods.....	0	0	3	0	3	0	0	3	1	2
25	Meet objections to merchandise.....	0	3	0	3	0	0	1	2	2	1
26	Talk up merchandise.....	0	3	0	2	1	0	1	2	1	2
27	Try to increase average sales.....	1	2	0	3	0	0	2	1	3	0
28	Close the sale.....	0	3	0	3	0	0	2	1	2	1
29	Suggest additional goods.....	0	1	2	0	3	0	1	2	1	2
30	Suggest substitute goods.....	0	1	2	1	2	0	1	2	2	1
31	Suggest large size or quantity.....	0	1	2	1	2	0	1	2	3	0
32	Suggest better quality.....	0	1	2	1	2	0	1	2	2	1
33	Stress benefits received from larger size or better quality.....	0	1	2	1	2	0	0	3	3	0
34	Mention special sales in other departments.....	0	1	2	0	3	0	0	3	1	2
35	Mention advertising.....	0	2	1	2	1	0	1	2	2	1
36	Recommend services such as credit, etc.....	0	1	2	0	3	0	0	3	0	3
37	Mention guarantee.....	0	1	2	0	3	0	1	2	0	3
38	Using personal experiences as a means of providing merchandise information.....	0	2	1	0	3	0	2	1	0	3
39	Mention specials.....	0	2	1	0	3	0	2	1	0	3
40	Meeting objections concerning price.....	0	2	1	3	0	0	2	1	2	1
41	Meeting objections concerning customers' wants.....	0	2	1	3	0	0	2	1	2	1
42	Meeting objections offered to postpone action.....	0	2	1	3	0	0	2	1	3	0
TOTAL		1	31	25	26	31	0	22	35	30	27
HANDLING CUSTOMERS:											
43	Meet customers.....	0	2	1	2	1	0	3	0	1	2
44	Determine what customer wants.....	0	2	1	0	3	0	3	0	2	1
45	Help customer select right merchandise.....	0	2	1	1	2	0	3	0	2	1
46	Convince the customer.....	0	2	1	2	1	0	2	1	3	0
47	Wait on several customers at once.....	0	3	0	2	1	0	3	0	3	0
48	Make adjustments.....	0	2	1	2	1	0	2	1	3	0
49	Meet objections to firm.....	0	3	0	1	2	0	1	2	3	0
50	Use well chosen words.....	0	0	3	1	2	0	0	3	0	3
51	Use clear and expressive speech.....	2	0	1	1	2	0	0	3	0	3
52	Understand that first obligation is to the customer..	0	1	2	1	2	0	1	2	0	3
53	Suggest wrapping of customer's other purchases.....	1	0	2	0	3	0	2	1	0	3
54	Waiting on customer at another counter when necessary..	0	3	0	2	1	0	3	0	0	3
55	Calling back the amount to customer once payment has been received.....	1	2	0	0	3	0	3	0	0	3
56	Being patient with trying customers.....	0	3	0	3	0	0	2	1	3	0
57	Addressing customer by using a variety of opening words.....	0	1	2	1	2	0	2	1	0	3
58	Finding ways to shorten delays while waiting for change or additional merchandise.....	0	2	1	1	2	0	2	1	1	2
59	Refraining from personally accusing the customer of stealing.....	0	2	1	3	0	0	2	1	0	3
60	Questioning customer about the possibility of the money being counterfeit.....	0	2	1	2	1	0	2	1	1	2
61	Greeting customer by name if known personally.....	0	1	2	0	3	0	2	1	0	3
TOTAL		4	33	20	25	32	0	38	19	22	35
PERSONAL QUALITIES:											
1	Energy.....	1	0	2	0	3	1	1	1	0	3
2	Cooperativeness.....	1	0	2	1	2	0	1	2	1	2
3	Initiative.....	0	0	3	2	1	0	2	1	1	2
4	Personal Appearance.....	2	0	1	1	2	2	0	1	0	3
5	Dependability.....	0	0	3	1	2	1	0	2	0	3
6	Judgment.....	0	1	2	3	0	0	1	2	1	2
7	Confidence.....	0	1	2	2	1	0	3	0	2	1
8	Sincerity.....	0	0	3	1	2	0	2	1	2	1
9	Tolerance.....	0	1	2	2	1	0	2	1	3	0
10	Sense of Humor.....	0	0	3	0	3	0	1	2	1	2
11	Courtesy.....	2	0	1	1	2	1	0	2	0	3
12	Attitude.....	0	2	1	3	0	0	1	2	3	0
13	Tact.....	0	0	3	2	1	0	1	2	3	0
14	Industry.....	0	1	2	2	1	0	1	2	2	1
15	Alertness.....	0	0	3	0	3	0	0	3	0	3
16	Honesty.....	1	0	2	0	3	2	0	1	0	3
17	Sympathy.....	0	1	2	1	2	0	2	1	3	0
18	Loyalty.....	0	0	3	0	3	0	1	2	0	3
19	Ambition.....	0	0	3	3	0	0	3	0	2	1
20	Enthusiasm.....	0	0	3	3	0	0	2	1	2	1
TOTAL		7	7	46	28	32	7	24	29	26	34

The following is a list of the names of the persons who have been appointed to the various positions in the Department of the Interior, under the authority of the President, and who have taken the oath of office and qualification, and are now acting in their respective offices:

NAME	POSITION
John D. Smith	Secretary of the Interior
James H. Brown	Assistant Secretary
William C. Johnson	Chief of Bureau
Robert E. Taylor	Assistant Chief of Bureau
Charles F. White	Assistant Secretary
David G. Green	Assistant Secretary
Edward L. Black	Assistant Secretary
Franklin D. Gray	Assistant Secretary
George W. Hall	Assistant Secretary
Henry J. King	Assistant Secretary
Isaac M. Lee	Assistant Secretary
Jonathan N. Miller	Assistant Secretary
Philip O. Reed	Assistant Secretary
Samuel P. Stone	Assistant Secretary
Thomas Q. Young	Assistant Secretary

STUDENT UNIT 1

of all the employers combined. Restaurant employees favored job training in clerical duties in one third of their sixty-nine choices, almost twelve per cent less than the proportionate preference shown by the entire employee group.

A combined school-job program of instruction for learning the clerical duties was recommended by the three restaurateurs in fifty-three per cent of their sixty-nine choices; an increase of 8.5 per cent over the proportionate choice of all the employers combined. Employees in the three cooperating restaurants selected the combined program in sixty-one per cent of their sixty-nine choices, thirteen per cent more than the total proportionate preference of all the employees combined.

The clerical duties were considered hard to learn in thirty-two per cent of the sixty-nine selections made by the three cooperating restaurateurs. The three employees in the restaurants represented in this study believed the clerical duties hard to learn in thirty-six per cent of their sixty-nine selections. The restaurateurs' preference is six per cent less than the proportionate preference of all the employers represented in the study while employees in the cooperating restaurants failed to equal the proportionate preference of the entire group of employees by four per cent.

Restaurateurs expressed the opinion that those duties termed as selling technique by the writer could best be learned in school in but two per cent of their fifty-seven choices. Employees in the restaurants failed to designate school as the place of learning the selling duties in any of their fifty-seven choices. The proportionate preferences of all employers and employees are 5.3 per cent and 5.4 per cent respectively for bases of comparison with the restaurant choices.

Job instruction in selling technique was favored by the restaurateurs in fifty-four per cent of their choices, eight per cent more than the proportionate preference shown by the entire group of employers. Restaurant employees, on the other hand, selected the job as the best place of learning the selling duties in thirty-nine per cent of their fifty-seven choices, six per cent less than the proportionate preference shown by all the employees combined.

Restaurateurs favored the school-job program as the best place of learning the selling duties in forty-four per cent of their fifty-seven choices, nine per cent less than the proportionate preference of all the employers representing all types of stores. The restaurant employees selected the combined program in the majority of their fifty-seven choices. The school-job program was favored in sixty-one per cent of the choices by restaurant employees as compared to a

proportionate preference of forty-nine per cent shown by all the employees combined.

The restaurateurs considered the selling duties hard to learn in forty-six per cent of their fifty-seven choices, five per cent less than the proportionate designation of the entire employer group. The restaurant employees considered the selling duties hard to learn in fifty-three per cent of their fifty-seven choices, four per cent more than the proportionate preference expressed by the entire group of employees.

The restaurant proprietors selected school as the best place of learning those duties associated with the handling of customers in seven per cent of their fifty-seven choices, 1.7 per cent less than the proportionate designation of the entire group of employers. The restaurant employees failed to designate the school as the best place of learning the customer duties in any of their fifty-seven selections while the entire employee group expressed a proportionate preference of eight per cent.

The job represented the majority choice of both restaurant employers and employees as to the superior place for learning the customer duties. The restaurateurs favored job instruction in fifty-eight per cent of their fifty-seven choices, an increase of four per cent over the proportionate choice of all the employers combined. The restaurant

employees selected the job as the best place of learning the customer duties in sixty-seven per cent of their fifty-seven choices, eleven per cent more than the proportionate preference shown by all the employees combined.

The school-job program was selected in thirty-five per cent of the fifty-seven selections made by the three restaurateurs, 1.3 per cent less than the proportionate selection made by the entire employer group. The employees favored the combined program in approximately one third of their choices, 2.4 per cent less than the proportionate selection made by all the employees representing all types of stores.

The restaurateurs considered certain customer duties difficult in forty-four per cent of their fifty-seven selections, four per cent less than the proportionate selection made by all the employers representing all types of stores. The employees representing the three restaurants considered certain customer duties hard to learn in thirty-nine per cent of their fifty-seven choices, just one per cent less than the proportionate selection made by the entire employee group.

Both the restaurateurs and their employees selected school as the best place of acquiring certain personal qualities in twelve per cent of their sixty choices. This

figure is ten per cent less than the proportionate choice of the entire employer group and two per cent less than the proportionate preference of the entire employee group.

Job training was selected by the proprietors in twelve per cent of their sixty choices, four per cent less than the proportionate choice made by all the employers in all types of stores. The restaurant employees were decidedly more disposed to elect the job as the best place for development of the personal qualities; the employees selected the job in forty per cent of their sixty choices, sixteen per cent more than the proportionate selection made by the entire group of employees.

The school-job program was definitely the most popular place for acquisition of the personal qualities according to the three restaurateurs reporting. They selected the combined program in seventy-six per cent of their sixty choices, fourteen per cent in excess of the proportionate choice made by the total group of employers. The combined program was favored by the restaurant employees in forty-eight per cent of their choices, 13.5 per cent less than the proportionate preference shown by all the employees in all types of stores.

The personal qualities were considered hard to develop by the restaurant owners in forty-seven per cent of their choices, nine per cent more than was the proportionate

choice of all the employers included in the study.

Employees in the restaurants considered the qualities hard to acquire or develop in forty-three per cent of the selections, nine per cent in excess of the total employee proportionate preference.

Analysis of Replies from Drug Stores: In designating the best place of learning each of the twenty-three clerical duties it was necessary for the seven cooperating drug store employers to select the best place of learning in 161 instances (twenty-three times seven). The cooperating drug store employers selected school as the best place of learning clerical duties in but five per cent of the 161 choices made. The drug store employees placed even smaller emphasis upon school as the place for learning in selecting the school in but three per cent of their 161 selections. The percentage of employer choices in favor of school training in clerical duties is four per cent less than the proportionate preference of the entire employer group. The percentage of preference for school training expressed by the drug store employees is four per cent less than the proportionate preference of all employees representing all types of stores.

Job training was selected by the drug store employers in thirty-eight per cent of their choices, 7.5 per cent less than the proportionate preference of the entire employer group for job training. Employees in drug stores favored

TABLE I

TABULATION OF DRUG STORE REPLIES

NO	DUTY OR QUALITY	EMPLOYER					EMPLOYER				
		SCHOOL	JOB	BOTH	HARD	EASY	SCHOOL	JOB	BOTH	HARD	EASY
CLERICAL DUTIES:											
1	Calculate what the customer is to pay.....	1	0	6	2	5	0	0	7	4	3
2	Write sales checks.....	2	0	5	1	5	1	0	6	0	7
3	Keep record of sales.....	2	0	5	1	6	0	0	6	3	4
4	Make change.....	0	6	1	0	7	0	6	1	0	7
5	Handle phone orders.....	0	6	1	0	7	0	5	2	1	6
6	Give prices and estimates over phone.....	0	5	2	5	2	0	6	1	6	1
7	Operate cash register.....	0	4	3	5	7	0	5	3	2	7
8	Write register error slips.....	0	2	5	1	6	0	5	0	1	6
9	Take inventory.....	0	1	6	6	1	0	0	7	7	3
10	Keep record of returns.....	0	0	7	5	2	0	0	0	5	2
11	Mark price tickets.....	0	4	3	4	3	0	3	4	5	2
12	Keep stock complete.....	0	1	6	6	1	0	1	6	6	1
13	Mark merchandise.....	0	3	4	5	2	0	4	3	6	1
14	Write requisition for supplies.....	0	0	7	3	4	0	0	7	3	4
15	Make out bank slips.....	3	0	4	0	7	3	0	4	0	7
16	Turn in money to office.....	0	5	2	0	7	0	5	2	0	7
17	Accept and approve checks.....	0	0	7	3	4	1	0	6	7	0
18	Report slow selling merchandise.....	0	4	3	4	3	0	7	0	6	1
19	Inspect incoming merchandise.....	0	5	2	5	2	0	7	0	6	1
20	Give training to other employees.....	0	7	0	3	4	0	7	0	3	4
21	Wrapping goods.....	0	5	2	0	7	0	5	2	0	7
22	Tallying item under correct department so that management has accurate department sales figure.....	0	2	5	6	1	0	1	6	6	1
23	Figuring turnover for department when necessary.....	0	1	6	4	3	0	1	6	3	4
TOTAL		8	61	92	64	97	5	68	88	75	86
SELLING TECHNIQUE:											
24	Demonstrate goods.....	0	3	4	2	5	0	2	5	4	3
25	Meet objections to merchandise.....	0	4	3	6	1	0	5	2	6	1
26	Talk up merchandise.....	0	5	3	4	3	0	4	3	7	0
27	Try to increase average sales.....	0	4	3	7	0	0	3	6	0	0
28	Close the sale.....	0	6	1	6	1	0	3	4	7	1
29	Suggest additional goods.....	0	3	4	1	6	0	2	5	2	5
30	Suggest substitute goods.....	0	2	5	2	5	0	2	5	3	5
31	Suggest large size or quantity.....	0	4	3	2	5	0	2	5	3	4
32	Suggest better quality.....	0	2	5	1	6	0	2	5	2	5
33	Stress benefits received from larger size or better quality.....	0	1	6	3	4	0	1	6	4	3
34	Mention special sales in other departments.....	0	3	4	0	7	0	2	5	0	7
35	Recommend services such as credit, etc.....	0	1	6	0	7	0	0	7	1	6
36	Mention advertising.....	0	0	7	0	7	0	1	6	0	7
37	Mention guarantees.....	0	0	7	0	7	0	1	6	0	7
38	Using personal experience as a means of providing merchandise information.....	0	7	0	0	7	0	6	1	2	5
39	Mention specials.....	0	1	6	0	7	0	1	6	0	7
40	Meeting objections concerning price.....	0	6	1	6	1	0	6	1	6	1
41	Meeting objections concerning customers' wants.....	0	3	4	5	2	0	5	2	7	0
42	Meeting objections offered to postpone action.....	0	3	4	7	0	0	4	3	7	0
TOTAL		0	58	75	52	81	0	50	83	66	67
HANDLING CUSTOMERS:											
43	Meet customers.....	0	6	1	0	7	0	3	4	0	7
44	Determine what customer wants.....	0	3	4	6	1	0	4	6	6	1
45	Help customer select right merchandise.....	0	6	1	6	1	0	4	3	6	1
46	Convince the customer.....	0	7	0	7	0	0	3	4	7	0
47	Wait on several customers at once.....	0	6	1	5	2	0	7	0	1	6
48	Make adjustments.....	0	5	2	5	2	0	3	4	3	4
49	Meet objections to the firm.....	0	7	0	7	0	0	7	0	4	3
50	Use well chosen words.....	1	0	6	0	7	3	0	4	1	6
51	Use clear and expressive speech.....	3	0	4	0	7	4	0	3	1	6
52	Understand that first obligation is to the customer..	0	0	7	0	7	0	0	7	0	7
53	Suggest wrapping of customer's other bundles.....	0	6	1	0	7	0	4	3	0	7
54	Waiting on customer at another counter when necessary.	0	7	0	0	7	0	7	0	0	7
55	Collecting back the amount to customer once payment has been received.....	0	7	0	0	7	0	5	2	0	7
56	Being patient with trying customers.....	0	5	2	6	1	0	3	4	7	0
57	Addressing a customer by using a variety of opening words.....	0	4	3	0	7	0	4	3	0	7
58	Finding ways to shorten the delays while waiting for change or additional merchandise.....	0	7	0	2	5	0	5	2	4	3
59	Refreining from personally accusing customer of stealing.....	0	5	2	0	7	0	3	4	0	7
60	Questioning customer about the possibility of the money being counterfeit.....	0	5	2	1	6	0	4	3	1	6
61	Greeting customer by name if known personally.....	0	6	1	0	7	0	6	1	0	7
TOTAL		4	92	37	45	88	7	69	57	41	92
PERSONAL QUALITIES:											
1	Energy.....	0	0	7	0	7	0	1	6	1	6
2	Cooperativeness.....	0	1	6	0	7	0	0	7	2	5
3	Initiative.....	1	0	6	0	7	0	5	2	1	6
4	Personal Appearance.....	5	0	2	0	7	2	0	5	0	7
5	Dependability.....	0	1	6	0	7	1	1	5	0	7
6	Judgment.....	0	1	6	4	3	0	4	3	5	2
7	Confidence.....	0	1	6	4	3	0	6	1	5	2
8	Sincerity.....	0	4	3	1	6	0	4	3	4	3
9	Tolerance.....	0	4	3	7	0	0	5	2	7	0
10	Sense of Humor.....	0	0	7	0	7	0	0	7	0	7
11	Courtesy.....	5	0	2	0	7	5	1	2	0	7
12	Attitude.....	1	2	4	2	5	1	2	4	5	2
13	Test.....	1	2	4	6	1	0	0	7	7	0
14	Industry.....	0	2	5	1	6	0	3	4	3	4
15	Alertness.....	0	0	7	0	7	0	0	7	0	7
16	Honesty.....	6	0	1	0	7	5	0	2	0	7
17	Sympathy.....	0	1	6	4	3	0	0	7	3	4
18	Loyalty.....	2	0	5	0	7	4	1	2	0	7
19	Ambition.....	2	0	5	0	7	0	1	6	0	7
20	Enthusiasm.....	0	3	4	0	7	0	5	2	0	7
TOTAL		23	22	95	29	111	18	38	84	43	97

job training in forty-two per cent of their selections, three per cent less than the proportionate preference of the entire employee group for job training in the clerical duties.

Both employers and employees representing the drug stores chose the school-job program for learning the clerical duties in the majority of their choices. Employers selected the combined program in fifty-seven per cent of their choices, 11.5 per cent in excess of the proportionate preference of the entire employer group. Employees in the drug stores favored the school-job program in fifty-five per cent of their preferences, seven per cent more than the proportionate choice of the entire employee group for job training.

Drug store employers considered the clerical duties hard to learn in forty per cent of their 161 choices, two per cent more than the proportionate designation of all the employers combined. Employees in the same stores termed the duties hard to learn in forty-seven per cent of their selections, seven per cent in excess of the proportionate designation of all the employees in all stores.

None of the employers or employees representing the seven cooperating drug stores in Quincy selected school as the best place for learning the selling duties in either of their 133 choices. The total employer and employee groups selected school in 5.3 and 5.4 per cent of their choices respectively as bases of comparison.

Employers in the drug stores selected the job as the best place of learning the selling duties in forty-four per cent of their 133 choices, two per cent in excess of the percentage of preference shown by the entire group of employers who cooperated in the study. Drug store employees selected the job for training in the selling duties in thirty-eight per cent of their choices, seven per cent less than the proportionate preference shown by all the employees in all types of stores.

School-job training was selected by the drug store employers and employees in the majority of their selections. Employers chose the combined program in fifty-six per cent of their 133 choices, three per cent more than the percentage of preference shown by the entire group of employers. Employees in the seven cooperating drug stores favored the school-job program in sixty-two per cent of their 133 selections, thirteen per cent in excess of the proportionate preference shown by all the employees taking part in the study.

The drug store employers considered the selling duties hard to learn in thirty-nine per cent of their choices, twelve per cent less than the percentage of preference expressed by the entire group of employers. Employees in the drug stores considered the selling duties hard to learn in sixty-six or practically one half their choices, approximately one per cent more than the percentage of

preference shown by the entire group of employees.

The seven employers representing the drug stores selected school as the best place of learning those duties associated with the handling of customers in but three per cent of their 133 choices, 5.7 per cent less than the proportionate preference of the entire employer group. The drug store employees selected school as the best place of learning the clerical duties in five per cent of their 133 choices, three per cent less than the percentage of preference shown by all the employees combined.

Job training as the best place of learning the customer duties was the majority choice of both the employers and employees in the drug stores. The employers selected job training in sixty-nine per cent of their 133 choices, fifteen per cent more than the proportionate preference of all the employers for job training in customer duties. The drug store employees favored the job as the best place of learning the customer duties in fifty-two per cent of their 133 selections, four per cent less than the proportionate preference of all the employees combined.

The seven employers chose the school-job program as the best place of learning the customer duties in twenty-eight per cent of their choices, 8.3 per cent less than the proportionate choice of the entire employer group. Employees in the same stores favored the combined program

in forty-three per cent of their selections, 7.6 per cent in excess of the proportionate preference expressed by all the employees combined.

The drug store employers considered the customer duties hard to learn in thirty-four per cent of their 133 choices, fifteen per cent less than the percentage of preference shown by the entire employer group. Employees in the drug stores termed various customer duties hard to learn in thirty-one per cent of their selections, nine per cent less than the percentage of selection made by all the employees combined.

The employers representing the drug stores selected school as the best place of acquiring the personal qualities suggested by the writer in 16.4 per cent of their 140 choices, 5.6 per cent less than the percentage of similar choices made by all the employers combined. The drug store employees chose school as the place of acquiring the personal qualities in thirteen per cent of their 140 choices, one per cent less than the percentage of like choices made by all the employees cooperating in the study.

Job acquisition or development of the personal qualities was favored in 15.7 per cent of the 140 choices made by the drug store employers, .3 per cent less than the proportion of similar choices made by the total employer group. Employees representing the drug stores favored job

acquisition in twenty-seven per cent of their selections, three per cent more than the similar choice made by all employees representing all types of stores.

The employers and employees representing the drug stores both selected the school-job program in the majority of their selections. Employers chose the combined program for development of the personal qualities in sixty-eight per cent of their 140 choices, six per cent more than the proportionate preference shown by all the employers combined. The drug store employees favored the combined program in sixty per cent of their choices, 1.5 per cent less than the percentage of like choices made by all employees combined.

Employers representing the drug stores considered the personal qualities hard to acquire in twenty-one per cent of their choices, seventeen per cent less than the proportionate choice made by all the employers who cooperated. Employees in the same stores termed the personal qualities hard to acquire in thirty-one per cent of their choices, three per cent less than the proportionate designation made by the entire employee group.

Analysis of Replies from Automotive Stores: The seven cooperating automotive employers selected school as the best place of learning the clerical duties in but two per cent of their 161 choices, seven per cent less than the percentage of preference shown by the entire employer group. The

TABLE XI

TABULATION OF AUTOMOTIVE STORE REPLIES

NO	DUTY OR QUALITY	EMPLOYER					EMPLOYEE				
		SCHOOL	JOB	BOTH	HARD	EASY	SCHOOL	JOB	BOTH	HARD	EASY
CLERICAL DUTIES:											
1	Calculate what the customer is to pay.....	0	1	6	1	6	1	1	5	3	4
2	Write sales checks.....	1	0	6	0	7	1	1	5	1	6
3	Keep record of sales.....	0	0	7	0	7	1	1	6	4	3
4	Make change.....	0	6	1	0	7	0	6	1	4	7
5	Handle phone orders.....	0	7	0	1	6	0	5	2	2	5
6	Give prices and estimates over phone.....	0	7	0	3	4	0	6	1	0	7
7	Operate cash register.....	0	6	1	0	7	0	4	3	7	0
8	Write register error slips.....	0	6	1	0	7	0	3	4	0	7
9	Take inventory.....	0	1	6	4	3	0	0	5	5	2
10	Keep record of returns.....	0	1	6	5	2	0	1	6	5	2
11	Mark price tickets.....	0	6	1	2	5	0	6	1	2	5
12	Keep stock complete.....	0	5	2	7	0	0	4	3	6	1
13	Mark merchandise.....	0	7	0	5	2	0	7	0	6	1
14	Write requisition for supplies.....	0	0	7	1	6	0	0	7	3	4
15	Make out bank slips.....	2	0	5	0	7	2	0	5	0	7
16	Turn in money to office.....	0	4	3	1	6	0	4	3	0	7
17	Accept and approve checks.....	0	0	7	2	5	0	0	7	5	2
18	Report slow selling merchandise.....	0	7	0	7	0	0	7	0	4	3
19	Inspect incoming merchandise.....	0	7	0	6	1	0	7	0	4	3
20	Give training to other employees.....	0	7	0	1	6	0	6	1	2	5
21	Wrapping goods.....	0	6	1	0	7	0	5	2	0	7
22	Tallying item under correct department so that management has accurate department sales figures....	0	3	4	7	0	0	5	2	7	0
23	Figuring turnover for department when necessary.....	0	0	7	6	1	0	1	6	2	5
TOTAL		3	87	71	59	102	5	79	77	68	95
SELLING TECHNIQUE:											
24	Demonstrate goods.....	0	5	2	7	0	0	6	1	6	1
25	Meet objections to merchandise.....	0	6	1	7	0	0	7	0	7	0
26	Talk up merchandise.....	0	4	3	6	1	0	5	2	6	1
27	Try to increase average sales.....	0	6	1	7	0	0	4	3	7	1
28	Close the sale.....	0	4	3	7	0	0	4	3	6	7
29	Suggest additional goods.....	0	4	3	5	2	0	5	2	5	2
30	Suggest substitute goods.....	0	4	3	6	1	0	5	2	3	4
31	Suggest large size or quantity.....	0	4	3	5	2	0	5	2	2	5
32	Suggest better quality.....	0	4	3	5	2	0	5	2	2	5
33	Stress benefits received from larger size or better quality.....	0	1	6	6	1	0	4	3	4	3
34	Mention special sales in other departments.....	0	1	6	1	6	0	2	5	1	6
35	Recommend services such as credit, etc.....	0	2	5	3	4	0	1	6	4	3
36	Mention advertising.....	0	0	7	0	7	0	0	7	0	7
37	Mention guarantee.....	0	0	7	0	7	0	1	6	0	7
38	Using personal experiences as a means of providing merchandise information.....	0	6	1	2	5	0	5	2	0	7
39	Mentions specials.....	0	0	7	0	7	0	1	6	0	7
40	Meeting objections concerning price.....	0	4	3	7	0	0	6	1	6	1
41	Meeting objections concerning customers' wants.....	0	5	2	7	0	0	6	1	7	0
42	Meeting objections offered to postpone action.....	0	5	2	7	0	0	6	1	7	0
TOTAL		0	65	68	88	45	0	78	55	73	60
43	Meet customers.....	0	4	3	1	6	0	7	0	0	7
44	Determine what customer wants.....	0	3	4	7	0	0	2	5	7	0
45	Help customer select right merchandise.....	0	4	3	7	0	0	5	2	6	1
46	Convince the customer.....	0	4	3	7	0	0	5	2	7	0
47	Wait on several customers at once.....	0	7	0	4	3	0	6	1	4	3
48	Make adjustments.....	0	6	1	7	0	0	4	3	7	0
49	Meet objections to firm.....	0	7	0	6	1	0	6	1	6	0
50	Use clear and expressive speech.....	4	0	3	0	7	1	0	6	0	7
51	Use well chosen words.....	3	0	4	0	7	1	0	6	0	7
52	Understand that first obligation is to the customer..	0	0	7	0	7	0	0	7	0	7
53	Suggest wrapping of customer's other bundles.....	0	4	3	0	7	0	3	5	0	7
54	Waiting on customer at another counter when necessary	0	7	0	1	6	0	7	0	1	6
55	Calling back the amount to customer once payment has been received.....	0	7	0	0	7	0	4	3	0	7
56	Being patient with trying customers.....	0	6	1	7	0	0	4	3	7	0
57	Addressing a customer by using a variety of opening words.....	0	6	1	0	7	0	5	2	0	7
58	Finding ways to shorten the delays while waiting for change or additional merchandise.....	0	6	1	4	3	0	6	1	6	1
59	Refraining from personally accusing customer of stealing.....	0	5	2	1	6	0	3	4	2	6
60	Questioning customer about the possibility of the money being counterfeit.....	0	5	2	1	6	0	3	4	1	6
61	Greeting customer by name is known personally.....	0	6	1	0	7	0	6	1	0	7
TOTAL		7	87	39	53	80	2	75	56	53	80
PERSONAL QUALITIES:											
1	Energy.....	0	0	7	2	5	0	3	4	1	6
2	Cooperativeness.....	0	0	6	4	3	0	0	5	2	5
3	Initiative.....	1	0	6	3	4	0	0	2	1	6
4	Personal Appearance.....	6	0	1	0	7	2	0	5	2	7
5	Dependability.....	3	0	4	0	7	1	0	6	2	5
6	Judgment.....	6	1	3	3	5	0	4	3	5	2
7	Confidence.....	0	4	3	4	3	0	5	2	5	1
8	Sincerity.....	0	1	6	3	4	0	0	3	4	6
9	Tolerance.....	0	3	4	7	0	0	3	4	1	7
10	Sense of Humor.....	0	0	7	0	7	2	0	0	0	7
11	Courtesy.....	6	0	1	0	7	0	3	5	4	3
12	Attitude.....	0	1	6	3	4	0	3	4	7	0
13	Tact.....	0	3	4	5	2	0	5	2	4	6
14	Industry.....	0	3	4	5	0	0	1	1	5	7
15	Alertness.....	1	0	6	0	7	1	1	5	0	7
16	Honesty.....	6	0	1	0	7	3	1	3	0	7
17	Sympathy.....	0	0	7	3	4	0	2	4	3	7
18	Loyalty.....	4	1	2	0	7	2	1	4	0	7
19	Ambition.....	0	2	5	1	6	0	2	5	0	7
20	Enthusiasm.....	0	4	3	0	7	0	5	2	0	7
TOTAL		28	25	87	46	91	11	48	81	41	99

employees favored school as the best place of learning in three per cent of 161 choices, four per cent less than the percentage of preference shown by all the employees combined.

Job training in performance of the clerical duties was designated by the automotive employers in fifty-four per cent of their selection, 8.5 per cent more than the similar preference shown by all cooperating employers combined. Automotive employees selected job training in forty-nine per cent of their 161 choices, four per cent in excess of the proportionate preference shown by the entire employee group.

A school job program was selected as best by the automotive employers in forty-four per cent of their choices, 1.5 per cent less than the similar preference expressed by all employers combined. The employees in the same automotive stores favored a combined program in forty-eight per cent of their 161 choices, a percentage which is identical with that of the total group of employees.

The clerical duties were considered hard to learn by automotive employers in thirty-seven per cent of their choices, one per cent less than the percentage of preference shown by all employers in all types of stores. Automotive employees considered clerical duties hard to

learn in forty-two per cent of their choices, eight per cent in excess of the proportionate preference of the entire group of employees represented in the study.

Both employers and employees representing the automotive stores in Quincy failed to select the school as the place where the selling duties or technique should be learned in any of their 133 choices. As a basis for comparison, the entire employer group in the study favored school training in 5.3 per cent of their choices while the entire employee group selected school in 5.4 per cent of their choices.

Automotive employers selected the job as the best place of learning selling duties in forty-nine per cent of their choices, seven per cent more than the proportionate preference expressed by the entire group of employers. Employees in the same stores favored the job as the best place of learning in fifty-nine per cent of their 133 choices, fourteen per cent in excess of the proportionate choice of all employees combined.

The school-job program was selected for learning the various selling duties by the automotive employers in fifty-one per cent or a majority of their choices, two per cent less than the similar preference expressed by the total employer group. The employees representing the automotive establishments favored the school-job program in forty-one

per cent of their choices, eight per cent less than the similar choice made by all employees in the study combined.

Automotive employers considered the selling duties hard to learn in sixty-six per cent of their choices, fifteen per cent more than the percentage of preference shown by the entire group of employers taking part in the study. The selling duties were considered hard to learn by the automotive employees in fifty-five per cent of their choices, six per cent less than the percentage of preference shown by all the employees combined.

Employers representing the automotive stores selected school as the best place for learning those duties associated with the handling of customers in five per cent of their 133 choices, 3.7 per cent less than the similar preference expressed by the total group of cooperating employers. Automotive employees favored school as the best place for learning these duties in but two per cent of their preference, six per cent below the percentage of preference shown by all the employees combined.

Job training was the predominant and majority choice as the place of learning the customer duties for both groups in the automotive stores. The employers in these stores selected the job in sixty-five per cent of their choices, eleven per cent more than the similar preference expressed by all the employers in all types of stores. Employees favored job

training in fifty-six per cent of their choices, a percentage of preference identical with that of the entire employee group.

Automotive employers chose a school-job program for learning customer duties in twenty-nine per cent of their selections, 7.3 per cent less than the similar designation made by the combined group of employers taking part in the study. The employees representing the automotive stores selected the school-job program in forty-two per cent of their choices, 6.6 per cent in excess of the similar choice made by all employees combined.

The employers and employees in the automotive stores considered the customer duties hard to learn in forty-one per cent of their choices, a percentage which is nine per cent less than the proportionate preference of the total employer group and identical with that of the entire employee group.

The employers representing the automotive stores designated school as the best place of acquiring the suggested personal qualities in twenty-two per cent of their choices, two per cent less than the proportionate preference of all the employers participating in the study combined. Employees in these same stores favored school as the best place of acquisition in eight per cent of their choices, six per cent less than the similar

preference expressed by the entire group of employees.

Job acquisition or development was selected by automotive employers in eighteen per cent of their 140 choices, two per cent more than the proportionate choice made by the total group of employers. Automotive employees believed the job to be the best place for acquiring the personal qualities suggested in thirty-four per cent of their choices, ten per cent more than the similar choice rendered by the entire cooperating group of employees.

Once again, the combined efforts of school and job seemed to be the best method of acquiring the desired qualities according to the replies of both employers and employees representing the automotive stores. The seven employers selected the school-job program in sixty-two per cent of their choices, a percentage which is identical with that of the total employer group. Employees in the automotive stores favored the combined program in fifty-eight per cent of their selections, 3.5 per cent less than the similar designation made by all employees combined.

The personal qualities were considered hard to acquire by the automotive employers in thirty-three per cent of their choices, five per cent below the proportionate designation of the entire employer group. Employees of the automotive stores believed various qualities hard to acquire in twenty-nine per cent of their choices, five per cent less

than the similar choice made by all the employees representing all types of stores.

Analysis of Replies from Furniture-Radio Stores: For the sake of brevity in this analysis the furniture-radio stores will henceforth be referred to as furniture stores. Check lists were collected from four establishments with a representative of management and an employee cooperating in each store. Recipients of the check lists were asked to designate the best place of learning each of the twenty-three clerical duties thus requiring ninety-two choices (twenty-three duties times four employers or employees). This is the same formula of analysis which is used throughout the study and adapted to the specific number of duties under consideration and the specific number of employers or employees answering the check list.

The furniture store employers selected school as the best place of learning the clerical duties in five per cent of their choices, four per cent less than the percentage of preference shown by the employers in all types of stores. Employees in the furniture stores favored school as the best place of learning the clerical duties in two per cent of their selections, five per cent less than the similar choice of the entire employee group.

Job training for performance of the clerical duties was recommended in forty-seven per cent of the furniture

TABLE XII

TABULATION OF FURNITURE-RADIO STORE REPLIES

NO	DUTY OR QUALITY	EMPLOYER					EMPLOYEE				
		SCHOOL	JOB	BOTH	HARD	EASY	SCHOOL	JOB	BOTH	HARD	EASY
<u>CLERICAL DUTIES:</u>											
1	Calculate what the customer wants.....	1	0	3	2	2	1	1	2	3	1
2	Write sales checks.....	1	0	3	1	3	0	0	4	0	4
3	Keep record of sales.....	1	0	3	0	4	0	0	4	1	3
4	Make change.....	0	0	2	0	0	0	2	1	0	4
5	Handle phone orders.....	0	3	1	1	3	0	1	3	0	4
6	Give prices and estimates over phone.....	0	3	1	3	1	0	3	1	2	2
7	Operate cash register.....	0	2	2	0	4	0	1	3	0	4
8	Write register error slips.....	0	2	2	1	3	0	1	3	1	3
9	Take inventory.....	0	1	3	3	1	0	1	3	3	1
10	Keep record of returns.....	0	0	4	2	2	0	0	4	2	2
11	Mark price tickets.....	0	3	1	3	1	0	0	4	1	3
12	Keep stock complete.....	0	2	2	3	1	0	2	2	3	1
13	Mark merchandise.....	0	3	1	4	0	0	2	2	2	2
14	Write requisition for supplies.....	0	1	3	1	3	0	0	4	1	3
15	Make out bank slips.....	1	0	3	0	4	1	0	3	0	4
16	Turn in money to office.....	0	2	2	0	4	0	3	1	0	4
17	Accept and approve checks.....	1	0	3	0	4	0	1	3	2	2
18	Report slow selling merchandise.....	0	4	0	3	1	0	3	1	3	1
19	Inspect incoming merchandise.....	0	4	0	3	1	0	4	1	4	0
20	Give training to other employees.....	0	4	0	0	4	0	2	2	2	2
21	Wrapping goods.....	0	4	0	0	4	0	3	1	0	4
22	Tallying item under correct department so that management has accurate department sales figures.....	0	2	2	4	1	0	2	3	2	2
23	Figuring turnover for department when necessary.....	0	1	3	1	3	0	0	4	2	2
TOTAL		5	43	44	35	57	2	31	59	34	58
<u>SELLING TECHNIQUE:</u>											
24	Demonstrate goods.....	0	2	2	3	1	0	3	1	2	2
25	Meet objections to merchandise.....	0	2	2	4	0	0	2	2	4	0
26	Talk up merchandise.....	0	1	3	2	2	0	2	2	3	1
27	Try to increase average sales.....	0	1	3	4	0	0	1	3	4	0
28	Close the sale.....	0	1	3	3	1	0	1	3	4	0
29	Suggest additional goods.....	0	2	2	1	3	0	2	2	2	2
30	Suggest substitute goods.....	0	2	2	2	2	0	2	2	3	1
31	Suggest large size or quantity.....	0	2	2	2	2	0	2	2	3	1
32	Suggest better quality.....	0	2	2	1	3	0	1	3	2	2
33	Stress benefits received from larger size or better quality.....	0	1	3	3	1	0	0	4	2	2
34	Mention special sales in other departments.....	0	0	4	0	4	0	2	2	0	4
35	Recommend services such as credit, etc.....	0	2	2	3	1	0	2	2	1	3
36	Mention advertising.....	0	0	4	0	4	0	1	3	0	4
37	Mention guarantee.....	0	0	4	0	4	0	1	3	0	4
38	Using personal experiences as a means of providing merchandise information.....	0	4	0	0	4	0	2	2	0	4
39	Mention specials.....	0	0	4	0	4	0	2	2	0	4
40	Meeting objections concerning price.....	0	2	2	4	0	0	1	3	2	2
41	Meeting objections concerning customers' wants.....	0	3	1	4	0	0	1	3	2	2
42	Meeting objections offered to postpone action.....	0	3	1	4	0	0	1	3	3	1
TOTAL		0	30	46	40	36	0	29	47	37	39
<u>HANDLING CUSTOMERS:</u>											
43	Meet customers.....	0	3	1	1	3	0	2	2	0	4
44	Determine what customer wants.....	0	2	2	4	0	0	2	2	4	0
45	Help customer select right merchandise.....	0	2	2	4	0	0	3	1	4	0
46	Convince the customer.....	0	2	2	4	0	0	2	2	4	0
47	Wait on several customers at once.....	0	4	0	2	2	0	2	2	3	1
48	Make adjustments.....	0	3	1	3	1	0	3	1	3	1
49	Meet objections to firm.....	0	4	0	3	1	0	3	1	3	1
50	Use well chosen words.....	2	0	2	0	4	0	0	4	1	3
51	Use clear and expressive speech.....	3	0	1	0	4	0	0	4	1	3
52	Understand that first obligation is to the customer..	0	0	4	0	4	0	0	4	0	4
53	Suggest wrapping of customer's other bundles.....	0	2	2	0	4	0	2	2	0	4
54	Waiting on customer at another counter when necessary.	0	4	0	1	3	0	4	0	1	3
55	Calling back the amount to customer once payment has been received.....	0	4	0	1	2	0	2	2	0	4
56	Being patient with trying customers.....	0	4	0	4	0	0	3	1	4	0
57	Addressing a customer by using a variety of opening words.....	0	3	1	0	4	0	1	3	0	4
58	Finding ways to shorten the delays while waiting for change or additional merchandise.....	0	3	1	1	3	0	2	2	2	2
59	Refraining from personally accusing customer of stealing.....	0	3	1	0	4	0	1	3	0	4
60	Questioning customer about the possibility of the money being counterfeit.....	0	3	1	0	4	0	0	4	0	4
61	Greeting customer by name if known personally.....	0	2	2	0	4	0	2	2	0	4
TOTAL		5	48	23	28	48	0	34	42	30	46
<u>PERSONAL QUALITIES:</u>											
1	Energy.....	1	0	3	1	3	0	2	2	2	2
2	Cooperativeness.....	0	0	4	0	2	0	1	3	3	1
3	Initiative.....	1	1	2	0	4	0	1	3	3	1
4	Personal Appearance.....	3	0	1	0	4	1	0	3	0	4
5	Dependability.....	3	0	1	0	2	1	0	3	1	3
6	Judgment.....	0	1	3	2	2	0	1	3	4	0
7	Confidence.....	0	1	3	2	2	0	2	2	3	1
8	Sincerity.....	0	1	3	2	2	0	2	2	2	2
9	Tolerance.....	0	2	2	3	1	0	2	2	2	2
10	Sense of Humor.....	0	0	4	0	4	0	0	4	0	4
11	Courtesy.....	3	0	1	0	4	1	0	3	1	3
12	Attitude.....	0	2	2	2	2	0	1	3	3	1
13	Tact.....	0	2	2	4	0	0	3	1	4	0
14	Industry.....	0	2	2	3	1	0	2	2	2	2
15	Alertness.....	2	0	2	0	4	1	0	3	0	4
16	Honesty.....	4	0	0	0	4	2	0	2	0	4
17	Sympathy.....	0	1	3	2	2	0	1	3	1	3
18	Loyalty.....	3	0	1	0	4	1	0	3	0	4
19	Ambition.....	0	1	3	0	4	0	1	3	1	3
20	Enthusiasm.....	0	2	2	0	4	0	2	2	1	3
TOTAL		20	16	44	23	57	7	21	52	32	48

store employer choices, 1.5 per cent higher than the proportionate choice made by all the employers combined. Employees selected the job as the best place of learning the clerical duties in thirty-four per cent of their ninety-two choices, eleven per cent less than the proportionate choice made by all the employees represented in the study.

The furniture store employers selected a school-job program in forty-eight per cent of their ninety-two choices, 2.5 per cent more than the similar preference expressed by the total group of employers. Employees in the same stores chose the combined program in sixty-four per cent of their choices, sixteen per cent more than the proportionate preference of all employees combined.

The clerical duties were considered difficult by the furniture store employers in thirty-nine per cent of their choices, just one per cent more than the similar preference shown by the entire group of employers. The employees in the furniture stores considered the various clerical duties hard to learn in thirty-seven per cent of their choices, three per cent less than the similar preference shown by the total employee group.

Neither the furniture store employers nor the employees selected the school as the place where those duties commonly

associated with selling technique could be learned. As a basis for comparison, the total group of employer and employees selected the school in 5.3 per cent and 5.4 per cent of their choices respectively.

Furniture store employers preferred job training in the selling duties in thirty-nine per cent of their choices three per cent less than the proportionate preference of the entire employer group. Employees in the same stores chose job training in thirty-eight per cent of their selections, seven per cent less than the percentage of preference shown by the entire group of employees who participated in the study.

Both employers and employees representing the furniture stores showed preference for the school-job program in learning the selling duties. The employers chose the combined program in sixty-one per cent of their choices, eight per cent more than the percentage of similar choice made by all the employers combined. Employees in the furniture stores favored the combined program in sixty-two per cent of their choices, thirteen per cent in excess of the total employee percentage of preference.

The selling duties were considered hard to learn in fifty-three per cent of the seventy-six choices made by the furniture store employers, two per cent more than the proportionate preference shown by the entire employer group.

Employees in the same stores termed the selling duties hard to learn in forty-nine per cent of their choices, a percentage identical with that of the entire employee group.

The furniture store employers selected school as the place of learning the customer duties in seven per cent of their seventy-six choices, 1.7 per cent less than the preference shown by the total employer group. The employees in the same stores failed to elect school training in any of their seventy-six choices as compared to the eight per cent preference exemplified by the entire employee group.

Job training in customer duties was selected by employers in the furniture stores in sixty-three per cent of their choices, nine per cent in excess of the percentage of choice for job training made by all employers representing all types of stores. Employees in these stores favored job training in forty-five per cent of their choices, eleven per cent below the employee preference for the entire group.

Employers in the furniture stores preferred the school-job program for learning the customer duties in thirty per cent of their selections, 6.3 per cent less than the proportionate choice of all the employers who took part in the study. The furniture store employees favored the combined program in fifty-five per cent of their choices,

19.6 per cent in excess of the proportionate choice of their total group.

The customer duties were considered hard to learn by the furniture store employers in thirty-seven per cent of their choices, twelve per cent less than the similar percentage of preference shown by the entire group of employers cooperating in the study. The employees considered the customer duties hard to learn in thirty-nine per cent of their choices, just one per cent less than the proportionate choice made by all cooperating employees combined.

Furniture store employers selected the school as the best place of acquiring the suggested personal qualities in twenty-five per cent of their eighty choices, three per cent more than the proportionate selection made by the entire group of employers. Employees in the same stores chose school as the best place of acquiring the qualities in nine per cent of their eighty choices, five per cent less than the proportionate choice of all the employees represented in the study.

Job acquisition or development was favored in twenty per cent of the choices made by the furniture store employers, four per cent in excess of the similar preference expressed by all the employers combined. Employees in the furniture stores chose job development in twenty-six per cent of their selections, two per cent more than the proportionate preference

expressed by the entire employee group.

The furniture store employers and employees both selected school-job acquisition in the majority of their choices. The employers favored the combined program in fifty-five per cent of their choices, seven per cent less than the percentage of preference expressed by all the employers combined. Employees in the furniture stores selected the school-job program in sixty-five per cent of their choices, 3.5 per cent in excess of the percentage of choice made by all the employees representing all types of stores.

The suggested personal qualities were considered hard to acquire by furniture store employers in twenty-nine per cent of their choices, nine per cent less than the similar preference shown by all the employers combined. Employees in the same stores considered the qualities hard to acquire in forty per cent of their preference, six per cent more than the proportionate designation of the total employee group.

Analysis of Replies from "Other" Stores: Those stores classified as "other" stores in which returns were realized from both employers and employees were two jewelry stores, one gift shop, and one stationery store. For the purpose of this analysis the "other" stores will be termed as miscellaneous.

TABLE XIII

TABULATION OF OTHER STORE REPLIES

NO	DUTY OR QUALITY	EMPLOYER					EMPLOYEE				
		SCHOOL	JOB	BOTH	HARD	EASY	SCHOOL	JOB	BOTH	HARD	EASY
CLERICAL DUTIES:											
1	Calculate what the customer wants.....	0	0	4	3	1	0	1	3	3	1
2	Write sales checks.....	2	0	2	1	3	2	0	2	0	4
3	Keep record of sales.....	1	0	3	0	4	1	0	3	0	4
4	Make change.....	0	3	1	1	3	1	0	3	0	3
5	Handle phone orders.....	0	3	1	1	3	0	3	1	1	3
6	Give prices and estimates over phone.....	0	1	3	4	0	1	3	0	3	1
7	Operate cash register.....	1	3	0	1	3	1	3	0	0	4
8	Write register error slips.....	1	3	0	1	3	1	3	0	0	4
9	Take inventory.....	0	0	4	3	1	0	0	4	4	0
10	Keep record of returns.....	1	0	3	4	0	1	0	3	2	2
11	Mark price tickets.....	0	2	2	2	2	0	3	2	2	0
12	Keep stock complete.....	0	0	4	4	0	0	2	1	4	3
13	Mark merchandise.....	1	2	1	2	2	1	3	0	3	1
14	Write requisition for supplies.....	1	0	3	2	2	1	0	3	3	1
15	Make out bank slips.....	2	0	2	1	3	3	0	1	0	4
16	Turn in money to office.....	0	3	1	0	4	1	2	1	0	4
17	Accept and approve checks.....	1	0	3	2	2	1	0	3	4	0
18	Report slow selling merchandise.....	0	3	1	3	1	0	3	1	4	0
19	Inspect incoming merchandise.....	0	3	1	0	4	0	3	1	4	0
20	Give training to other employees.....	1	3	0	3	1	1	3	0	3	1
21	Wrapping goods.....	0	3	1	1	3	0	3	1	0	4
22	Tallying item under correct department so that management has accurate department sales figures.....	1	1	2	4	0	1	0	3	4	0
23	Figuring turnover for department when necessary.....	1	1	2	3	1	1	0	3	3	1
TOTAL		15	36	41	50	42	18	38	36	48	44
SELLING TECHNIQUE:											
24	Demonstrate goods.....	0	1	3	4	0	0	0	4	3	1
25	Meet objections to firm.....	0	4	0	4	0	1	2	1	4	0
26	Talk up merchandise.....	0	0	4	4	0	0	1	3	4	0
27	Try to increase average sales.....	0	3	2	4	0	0	0	4	4	0
28	Close the sale.....	0	1	3	4	0	0	1	3	4	0
29	Suggest additional merchandise.....	1	1	2	4	0	1	1	2	3	1
30	Suggest substitute goods.....	1	1	2	4	0	1	1	2	2	0
31	Suggest large size or quantity.....	1	1	2	4	0	1	0	3	4	0
32	Suggest better quality.....	1	1	2	4	0	1	0	3	4	0
33	Stress benefits received from larger size or better quality.....	0	0	4	3	1	1	0	3	4	0
34	Mention special sales in other departments.....	0	0	4	1	3	1	0	3	1	3
35	Recommend services such as credit, etc.....	1	0	3	1	3	1	0	3	2	2
36	Mention advertising.....	1	0	3	0	4	1	0	3	1	3
37	Mention guarantee.....	1	0	3	1	3	1	0	3	0	4
38	Using personal experience as a means of providing merchandise information.....	1	3	0	0	4	1	3	0	2	2
39	Mention specials.....	1	0	3	0	4	1	0	3	0	4
40	Meeting objections concerning price.....	1	0	3	4	0	0	1	3	4	0
41	Meeting objections concerning customers' wants.....	0	0	4	4	0	0	2	2	4	0
42	Meeting objections offered to postpone action.....	1	1	2	4	0	0	3	1	4	0
TOTAL		11	16	49	53	23	12	15	49	53	23
HANDLING CUSTOMERS:											
43	Meet customers.....	0	2	2	2	2	1	3	0	0	4
44	Determine what customer wants.....	0	0	4	4	0	1	3	0	2	2
45	Help customer select right goods.....	0	1	3	4	0	0	3	1	3	1
46	Convince the customer.....	1	0	3	4	0	0	2	2	4	0
47	Wait on several customers at once.....	0	3	1	3	1	0	3	1	3	0
48	Make adjustments.....	1	2	2	4	0	1	3	0	4	1
49	Meet objections to merchandise.....	0	3	1	4	0	1	3	0	4	0
50	Use well chosen words.....	2	0	2	1	3	2	0	2	1	3
51	Use clear and expressive speech.....	3	0	1	1	3	3	0	1	3	1
52	Understand that first obligation is to the customer.....	1	0	3	0	4	1	0	3	2	2
53	Suggest wrapping of customer's other bundles.....	1	3	0	0	4	1	2	1	0	4
54	Waiting on customer at another counter when necessary.....	1	3	0	1	3	0	3	1	1	3
55	Calling back the amount to customer once payment has been received.....	1	2	1	0	4	1	1	2	0	4
56	Being patient with trying customers.....	0	2	2	4	0	0	3	1	4	0
57	Addressing customer by using a variety of opening words.....	1	2	1	1	3	0	3	1	1	3
58	Finding ways to shorten the delays while waiting for change or additional merchandise.....	0	3	1	3	1	0	3	1	4	0
59	Refraining from personally accusing customer of stealing.....	1	2	1	1	3	1	2	1	2	2
60	Questioning customer about the possibility of the money being counterfeit.....	1	2	1	1	3	1	2	1	1	3
61	Ordering customer by name if known personally.....	0	3	1	0	4	0	3	1	0	4
TOTAL		14	33	29	38	38	14	42	20	37	39
PERSONAL QUALITIES:											
1	Energy.....	1	0	3	0	4	0	0	4	0	4
2	Cooperativeness.....	1	0	3	1	3	0	1	4	0	4
3	Initiative.....	2	0	2	0	4	1	1	2	0	4
4	Personal Appearance.....	3	0	1	0	4	2	0	2	0	4
5	Dependability.....	2	0	2	0	4	0	0	4	0	4
6	Judgment.....	1	1	2	4	0	0	0	4	4	0
7	Confidence.....	1	1	2	3	1	0	0	4	2	2
8	Sincerity.....	1	0	3	1	3	0	0	4	1	3
9	Tolerance.....	1	2	1	4	0	0	0	4	4	0
10	Sense of Humor.....	1	0	3	2	2	0	0	4	0	4
11	Courtesy.....	4	0	0	0	4	2	2	2	0	2
12	Attitude.....	1	0	3	2	2	0	1	3	2	2
13	Test.....	1	0	3	3	1	0	1	3	4	0
14	Industry.....	1	0	3	1	3	0	0	4	1	3
15	Alertness.....	1	0	3	1	3	0	0	4	0	4
16	Honesty.....	4	0	0	0	4	2	0	2	0	4
17	Sympathy.....	1	0	3	1	3	0	0	4	1	3
18	Loyalty.....	3	0	1	0	4	2	0	2	0	4
19	Ambition.....	1	0	3	1	3	0	0	4	0	4
20	Enthusiasm.....	1	1	2	1	3	0	1	3	0	4
TOTAL		32	5	43	25	55	9	5	66	19	61

School was selected as the best place of learning the various clerical duties by the miscellaneous employers in sixteen per cent of their ninety-two choices, seven per cent more than the proportionate preference of the entire employer group. The miscellaneous employees chose school as the best place of learning the clerical duties in twenty per cent of their selections, thirteen per cent in excess of the similar preference shown by all the employees who cooperated in the study.

Job training was selected by the miscellaneous employers in thirty-nine per cent of their ninety-two choices, 6.5 per cent less than the percentage of preference shown by all the employers representing all the stores. Employees in the jewelry, gift, and stationery stores favored job training in forty-one per cent of their selections, four per cent less than the proportionate preference shown by all the employees combined.

Employers representing the jewelry, gift, and stationery stores selected school-job training in forty-five per cent of their choices, just .5 per cent less than the percentage of preference shown by the entire employer group. Employees in the same stores selected the combined program in thirty-nine per cent of their choices, nine per cent less than the similar preference shown by all the employees who cooperated in the study.

School was selected as the best place of learning the various clerical duties by the miscellaneous employees in sixteen per cent of their ninety-two choices, seven per cent more than the proportionate preference of the entire employer group. The miscellaneous employees chose school as the best place of learning the clerical duties in twenty per cent of their selections, thirteen per cent in excess of the similar preference shown by all the employees who cooperated in the study.

Job training was selected by the miscellaneous employees in thirty-nine per cent of their ninety-two choices, 3.5 per cent less than the percentage of preference shown by all the employees representing all the stores. Employees in the jewelry, gift, and stationery stores favored job training in forty-one per cent of their selections, four per cent less than the proportionate preference shown by all the employees combined.

Employees representing the jewelry, gift, and stationery stores selected school-job training in forty-five per cent of their choices, just 3 per cent less than the percentage of preference shown by the entire employer group. Employees in the same stores selected the combined program in thirty-nine per cent of their choices, nine per cent less than the similar preference shown by all the employees who cooperated in the study.

The miscellaneous employers considered the clerical duties hard to learn in fifty-four per cent of their ninety-two choices, sixteen per cent in excess of the proportionate designation made by the entire group of employers. Miscellaneous employees considered the clerical hard to learn in fifty-two per cent of their choices, twelve per cent more than the proportionate designation made by the group of employees representing all types of stores.

Employers representing the miscellaneous stores selected school as the best place of learning those duties commonly associated with selling technique in fourteen per cent of their seventy-six choices, 8.7 per cent more than the similar preference expressed by the total group of employers represented in the study. Employees in these stores favored school training in the selling duties in sixteen per cent of their choices, 10.6 per cent more than the percentage of preference expressed by all employees representing all types of stores.

Job training in the selling duties was chosen by the miscellaneous employers in twenty-one per cent of their selections, twenty-one per cent less than the percentage of preference shown by the total employer group for job training. Employees in the miscellaneous group preferred job training in twenty per cent of their choices, twenty-five per cent less than the proportionate choice of all employees

cooperating in the study combined.

The miscellaneous employers and employees both selected the school-job program in sixty-four per cent of their choices. As bases for comparison, the proportionate preference shown by the total employer group was fifty-three per cent and that shown by the entire employee group was forty-nine per cent.

Employers and employees representing the miscellaneous group were also in agreement as to the measure of difficulty attached to the learning of the selling duties. Employers and employees both considered the selling duties hard to learn in seventy per cent of their choices, nineteen per cent more than the proportionate designation made by the total employer group and twenty-one per cent more than the similar preference shown by the entire employee group.

Employers and employees were in still further agreement in selecting the school as the place of learning the customer duties. Each group selected school in eighteen per cent of their choices, an increase of 9.3 per cent over the proportionate choice of the entire employer group and ten per cent over the similar preference rendered by all the employees combined. At this point the writer would like to emphasize a point made earlier in the analysis. The percentage of preference is meant to portray the similarity or divergence of choice, as the case may be, for school, job, or school-job instruction

as shown by the total selections and in no way constitutes a basis for comparison of the specific duties or qualities. Such an analysis is not the writer's intention at this time, and the reader can make such an analysis by such means as he deems most appropriate if so desired.

Job instruction in the customer duties was favored by employers representing the miscellaneous group in forty-three per cent of their choices, eleven per cent less than the proportionate choice of the entire employer group. Employees in the miscellaneous group favored job instruction or training in fifty-five per cent of their selections, just one per cent less than the proportionate choice made by all the employees combined.

The employers in the miscellaneous group selected the school-job program in thirty-eight per cent of their seventy-six choices, 1.7 per cent more than the similar preference expressed by the total employer group. Employees in this group favored the combined program in twenty-six per cent of their choices, 9.4 per cent less than the similar preference shown by the total employee group.

The customer duties were considered hard to learn by the miscellaneous employers in fifty per cent or exactly one half of their choices, one per cent in excess of the proportionate designation made by all the employers combined. Employees in the miscellaneous group considered the customer

duties hard to learn in forty-nine per cent of their choices, nine per cent more than the like preference expressed by the entire group of employees.

The four employers representing the miscellaneous stores selected school as the best place of acquiring the suggested personal qualities in forty per cent of their eighty choices, eighteen per cent in excess of the proportionate selection made by all the group of employers. The four employees in the same stores selected school as the best place of development in but eleven per cent of their choices, three per cent less than the like preference expressed by all the employees combined.

The employers and employees in these stores both favored job acquisition or development in but six per cent of their choices; this percentage of preference is ten per cent below that of the total employer group and eighteen per cent less than that of all the employees combined.

The combined program, which has been commonly referred to as the school-job program throughout the study, was the predominant and majority choice of both the employers and employees representing the miscellaneous stores as the best place for acquiring or developing the personal qualities. The four employers selected the school-job program in fifty-four per cent of their choices, eight per cent less than the proportionate preference made by the total employer group.

The four employees chose the school-job program in eighty-three per cent of their selections, 21.5 per cent in excess of the proportionate preference expressed by all the employees combined.

The personal qualities were considered hard to learn by the four employers in thirty-one per cent of their selections, seven per cent less than the proportionate designation of the entire employer group. The four employees representing the miscellaneous stores termed the qualities hard to learn in twenty-four per cent of their selections, ten per cent less than the proportionate preference of the entire employee group.

Analysis of Duties and Qualities which Require School Training: Table XIV (page 119) shows the duties and personal qualities which require school training according to the total group of employers and employees who participated in the study. The writer realizes that a study of this sort is of value only if a practical application of the results is possible.

In determining the percentage of employers and employees favoring school training, those replies which favored school-job training as well as those which favored school alone were considered. Only through this means can the true

responsibility of the school in the retail selling program be realized. No duty or personal quality was included unless fifty per cent or more of the cooperating employers and employees selected school or school-job as the place of learning.

TABLE XIV

DUTIES AND QUALITIES IN WHICH SCHOOL TRAINING
SHOULD BE AFFORDED

NO	DUTY OR QUALITY	PERCENTAGE IN FAVOR	
		Employer	Employee
<u>CLERICAL DUTIES:</u>			
1	Calculate what the customer is to pay	89	76
2	Write sales checks	81	83
3	Keep record of sales	85	81
9	Take inventory	81	80
10	Keep record of returns	78	83
12	Keep stock complete	53	61
14	Write requisition for supplies	82	87
15	Make out bank slips	97	92
17	Accept and approve checks	78	83
22	Tallying item under correct department so that management has accurate department sales figure	63	65
23	Figuring turnover for department when necessary	76	67
<u>SELLING TECHNIQUE:</u>			
24	Demonstrate goods	68	63
26	Talk up merchandise	63	61
27	Try to increase average sale	51	60
28	Close sale	60	68
29	Suggest additional goods	60	57
30	Suggest substitute goods	60	51
31	Suggest large size or quantity	57	57
32	Suggest better quality	60	63
33	Stress benefits received from larger size or better quality	74	67
35	Recommend services such as credit, etc.	60	65
36	Mention advertising	81	82
37	Mention guarantee	81	80
39	Mention specials	64	56
<u>HANDLING CUSTOMERS:</u>			
44	Determine what customer wants	53	57
50	Use well chosen words	100	97
51	Use clear and expressive speech	97	97

TABLE XIV (continued)

DUTIES AND QUALITIES IN WHICH SCHOOL TRAINING
SHOULD BE AFFORDED

NO	DUTY OR QUALITY	PERCENTAGE IN FAVOR	
		Employer	Employee
57	Addressing a customer by using a variety of opening words	61	53
<u>PERSONAL QUALITIES:</u>			
1	Energy	88	72
2	Cooperativeness	93	74
3	Initiative	83	64
4	Personal Appearance	97	100
5	Dependability	92	93
6	Judgment	82	57
8	Sincerity	74	74
9	Tolerance	75	63
10	Sense of Humor	92	96
11	Courtesy	97	94
12	Attitude	65	66
13	Tact	79	69
14	Industry	74	64
15	Alertness	92	93
16	Honesty	96	94
17	Sympathy	82	71
18	Loyalty	85	81
19	Ambition	90	80
20	Enthusiasm	75	61

CHAPTER IV

CONCLUSIONS AND RECOMMENDATIONS

CONCLUSIONS

Any retail selling curriculum which is introduced into the school system must be one that is practical. Although the writer has sampled employers and employees in eleven groups of stores, he realizes that immediate curriculum changes designed to meet the needs of the specific types of stores represented in the study should be abortive. It was with this thought in mind that the writer selected those duties and personal qualities which would be common to all types of stores. Consequently, the greater portion of the final chapter is devoted to conclusions and recommendations based on the analysis of replies from all the employers and employees in all types of stores.

The Clerical Duties: School was selected in nine per cent of the employer choices and seven per cent of the employee choices. This small percentage of choice should not be so misconstrued as to lead curriculum makers to think that there are not specific clerical duties which lend themselves to school instruction. However, the majority of employer and employee choices show a preference for some form of instruction rather than that offered solely within the confines of the high school. Obviously the employers

and employees participating in the study have had unfortunate experiences as a result of high school instruction or, more likely, do not realize the possibilities of school instruction when properly administered.

Job instruction in the clerical duties was selected in 45.5 per cent of the employer choices and forty-five per cent of the employee choices. Although this similarity of preference does not constitute agreement on the best place of learning specific clerical duties, it does represent agreement as to the place of learning the clerical duties when considered as a type of duty.

The small percentage of preference expressed by both groups for school instruction in the clerical duties should not lead curriculum makers to think that the school has no role to perform in the training. Employers favored the school-job program in 45.5 per cent of their choices while the employees favored a combined program in forty-eight per cent of their choices. The school has an important role but only in conjunction with organized cooperation with the stores in which students will seek retail employment upon graduation.

The clerical duties were considered hard by the employers in thirty-eight per cent of their choices while the employees considered the duties hard to learn in forty per cent of their selections.

The Selling Duties: The employers and the employees showed a great deal of agreement upon the importance of school training alone in acquiring selling technique. The employers chose school as the best place of learning the selling duties in 5.3 per cent of their selections while the employees selected school as the best place of learning in 5.4 per cent of their choices. An analysis of Table II, page 34, proves conclusively that such agreement as to the place of learning the specific selling duties does not exist.

It is most surprising to note that the employers should favor job training exclusively in but forty-two per cent of their choices while the employees selected job training in forty-five per cent of their choices. Employers have long been charged with the fault of being too proud of their self-madeness. The fact that the employees favored job training in a greater percentage of their choices leads the writer to believe that the employers favoring job training in this study did so honestly and with a purpose.

Curriculum makers in Quincy will do well to consider the fact that the employers favored a school-job program in fifty-three per cent of their choices, four per cent more than the similar preference expressed by the employees. An examination of the selling duties listed on the check list (page 24) will leave little doubt but what these duties are universally performed in all types of stores. The employers

and the employees favored the school-job program for instruction in the selling duties in greater proportions than was the case with either clerical or customer duties.

Both employers and employees considered the selling duties hard to learn in a great percentage of their choices. The employers considered the selling duties hard to learn in fifty-one per cent of their choices while the employees termed the selling duties hard to learn in forty-nine per cent of their choices.

The Customer Duties: The employers selected school as the best place of learning the customer duties in 8.7 per cent of their choice; this figure is .7 per cent more than the proportionate preference shown by the employees. An examination of the customer duties on the check-list reveals that personal contact is essential to performance of the customer duties. Undoubtedly, both employers and employees had difficulty envisioning instruction in these duties without the presence of actual customers. This conclusion is given further support by the relatively small percentage of choice for school-job training in customer duties made by both employers and employees; the employers favored school-job training in but 36.3 per cent of their selections while the employees selected the combined program in 35.4 per cent of their choices.

The employers considered the customer duties hard to learn in forty-nine per cent of their choices while the employees

considered the customer duties hard to learn in forty per cent of their choices.

The Personal Qualities: The school has an important service to perform in developing the suggested personal qualities. The employers selected the school as the best place of acquiring or developing the personal qualities in twenty-two per cent of their choices and the employees favored school as the best place of acquiring the qualities in fourteen per cent of their choices. Further need for school training in these qualities is emphasized by the fact that the seventy-two employers selected the school-job program as the best place of acquisition in sixty-two per cent of their choices while the same number of employees selected the school-job program in 61.5 per cent of their choices.

The employers believed job training in the personal qualities to be adequate in but sixteen per cent of their choices while the employees thought it adequate in twenty-four per cent of their choices. The employers believed the personal qualities hard to acquire or develop in thirty-eight per cent of their choices while the seventy-two employees considered the qualities hard to acquire in thirty-four per cent of their choices.

RECOMMENDATIONS

A Cooperative Part-time Retail-Selling Program: As a result of this study it is evident that school training alone in clerical duties, selling duties, customer duties, and the personal qualities is inadequate. The writer feels that there is no better judge of this than the employers and employees themselves. The majority of choices of both the employers and employees was for job training or combined school-job training. Inasmuch as the employers and the employees have shown the need for job training to learn these duties and acquire the qualities, the writer suggests an organized investigation by those school authorities in Quincy directly concerned with curriculum construction for the purpose of studying the advisability of a cooperative part-time retail-selling program. Obviously, such an investigation is beyond the confines of this study.

It should be kept in mind that a course in which instruction is confined to classroom work will not prepare a student for salesmanship. All that such a course can accomplish is to give him a concept of the principles of any field of salesmanship. Too often, moreover, such courses rely solely upon the textbooks for instructional material.

Naturally, the writer realizes that such a recommendation of the type just suggested is meaningless unless the reader is given some idea as to the benefits accruing from such a program. The advantages

to the employer of such a program are:

1. There is a constant and systematic infusion of desirable beginners into the store personnel.
2. The enrollees receive specific training desired by the merchants.
3. The employees enjoy the assistance of teacher advice and guidance of trainees through tryout courses and placement.
4. The trainees are placed in job training at an age when they learn most easily.
5. The store gets better trained workers, since the school gives the related subjects of salesmanship, English, mathematics, science, art, economics, and the like.
6. The school furnishes a trained group of extra employees for special events, as well as for permanent employment.
7. The school training regrades the educational level of store occupations, and thereby attracts a better type of employee.

The advantages accruing to the trainee are:

1. Guidance: The pupil has the benefit of a natural method of choosing an occupation. Hence, his training is determined by contact with actual store work, practical tests of his aptitudes and adaptability, and his participation in shaping his own aims and objectives.
2. Social Values: The pupil has contacts with store personnel and shopping customers which improve his social

intelligence. He learns to adjust himself to various kinds of people. He learns the importance of health, personal cleanliness, dress, and social behavior.

3. Educational Values: The pupil receives a combination of theory and practice, thus relating instruction to life situations. Such training makes school work more interesting, since the school instruction has a vital place in his store work. The training develops sales ability, teacher technical knowledge of the occupation, and develops job intelligence.

4. Disciplinary Values: Pupils must assume certain definite responsibilities in store work. The pupil must develop poise, dignity, and personal address to compete with older salespeople. Finally, the store demands a grade of 100 per cent, not the 70 per cent required in school.

The school receives instructional advantages which are as follows:

1. Much technical matter is learned in the store, thereby making it unnecessary to include it in school instruction.

2. When taught in conjunction with store work, the instruction is more vital, more interesting, more useful, and more lasting.

3. This type of training subjects the pupil to the double test of schooling and store work, thereby quickly eliminating those not suited for store work.

4. Through store relationships the school learns to make its training more effective and practical.

The School Store Project: The writer would like to reemphasize the point that a part-time cooperative retail selling program is the prime recommendation. However, such a program should not be undertaken solely as a result of this study as evidenced by the writer's suggestions for further study which are found at the end of this chapter.

If as a result of further committee investigation a cooperative part-time retail selling program is deemed inadvisable, school authorities must make provision for practical experience in the retail selling program. The employers and employees participating in this study have expressed the need for job instruction which the school is duty bound to provide. The school-store project, although not as efficient as a cooperative part-time program, is a laudible means of injecting some vocational training into the curriculum. The project involves classroom instruction and practical work in "vocational" stores set up within the school plant. School stores have many possibilities. Such stores can be located within the classroom, in small rooms unsuited for classwork, or in halls and in basements of school buildings. Yearbooks, magazines, candy, stationery, athletic tickets, and general school supplies and other general

merchandise may be sold in the school store. The store can be conducted on a profit or a nonprofit basis.

Related Project Work: A certain amount of preparatory store training may be offered through pupil participation in business activities of the school. For example, it is possible in many instances to arrange with the manager of a school cafeteria to have pupils look after stock, take inventory, check purchases, and run errands--in fact, to perform most of the routine work, including the handling of the cash register and the record keeping.

It is virtually impossible to conduct the school-store and related project work without leaning heavily on a textbook and without emphasizing salesmanship to the exclusion of more vital occupational duties.

Suggestions For Further Study: In making suggestions for further study, the writer recommends that the replies to this study be further analyzed for the purpose of selecting those specific duties and personal qualities used in this study which lend themselves to school training, job training, and school-job training. The degree of difficulty attached to each specific duty and personal quality should be of valuable aid to the curriculum makers in determining the tentative amount of time to be devoted to the training.

A study of this type is but a small indication of the prospective need for a cooperative part-time retail training

program. The following are additional studies which should be undertaken by the committee charged with the investigation.

1. The occupational survey. This information may be obtained by:

a. An initial employment survey of local stores to find out how many beginners have been employed by them during the preceeding year or two years.

b. A follow-up study to find out how many high school graduates have found employment in stores during the preceding year or years.

(1) Immediately upon leaving school (initial employment)
(2) Within two years after leaving high school (subsequent employment)

c. A commercial occupation survey of retail-store employees in the community.

2. An analysis of store employment. It is impossible to overemphasize the fact that the community need for a cooperative part-time retail selling course can be determined only when the number and the kinds of stores in the community, the number and kinds of store positions in which students of secondary school age and ability can be used effectively, the time at which the stores do their greatest volume of business (the hour of the day, the day of the week, or season of the year), and the number of new people employed for full-time work annually by the stores, are known.

3. A shopping survey of local stores. Certain types of information concerning local stores conditions may be secured through a "shopping" of representative stores within the community. Carefully selected small stores and departments of large stores should be visited in order to observe the number and the age of salespeople and service workers employed and the duties of these employees. The object of a shopping survey is to learn the kinds of work junior employees do when the store is busiest, and the quality of service rendered to the customers by both the sales force and the service people. A thorough study of this kind can be made only by visiting the same store at different hours of the same day on different days of the week. Store cooperation may be enlisted if the shopper introduces himself to the owner or manager, explains the purpose of the visits, and discusses the proposed retail selling course.

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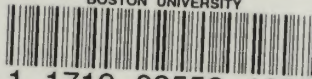
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